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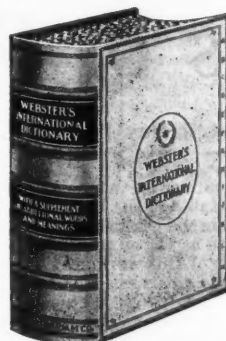
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVIII

For the Week Ending June 25

No. 26

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Thirty Years of Educational Effort.

At this point in the history of *THE SCHOOL JOURNAL* it will not be unexpected if reference be made to the ideas advanced and the reforms attempted by its means. Originally the *New York Public School Journal* (begun in 1870) did not attempt to discuss principles and methods, but simply to chronicle the items of school news occurring from week to week. When purchased in 1874 by Mr. Amos M. Kellogg the periodical was dedicated to "the cause of education"; the first number declared the paper devoted to a reform of the prevailing methods of teaching.

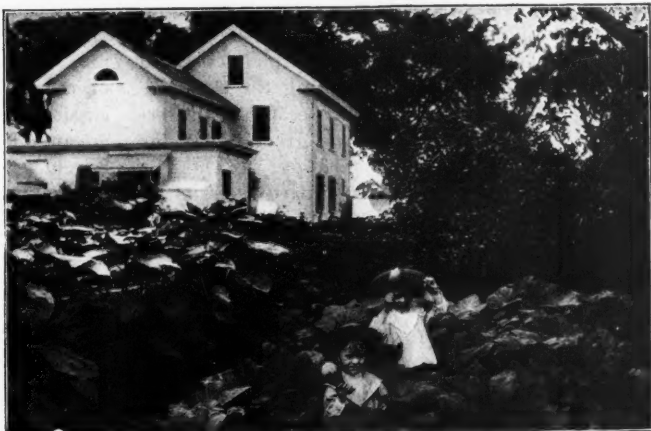
The plan was not to publish a paper with articles bearing more or less on educational themes, but to advance teaching as a work of necessity, usefulness, importance, worthiness, and dignity. The teacher had been laughed at by novelists; he had been underrated and underpaid; he had been (and still is to some extent) a sort of billiard ball of politicians, because he identified education with school drill, entirely disregarding psychological principles and leaving the formation of character to take care of itself—satisfied to become a mere reciting post.

The Pestalozzian influence which for a time so powerfully affected the schools of New England appeared to have been dissipated, owing, probably, to lack of an investigation of foundation principles. A procedure was followed in the schools of cities which thoughtful men termed a "cast-iron system." In the country the teacher was left to follow any course he chose, provided the pupils learned to read and spell. *THE JOURNAL* at once proposed that education should really be made the object of going to school. The term education was narrowly employed by most persons as synonymous with knowledge of language and numbers.

THE JOURNAL urged a broadening of educational effort, pleading for the kindergarten. This in 1874 was opposed by the principals of the primary schools, because it taught children to play. It urged the adoption of manual training (also wholly opposed at the time). It planned for a teaching of literature through authors' birthdays. It proposed a study of nature in the vicinity of the schools. (Many thousand sets of twenty-five small numbered minerals and a booklet were sent out at a nominal price to help on the study.) It planned for a development of color knowledge. (It distributed a great number of outlines of common flowers to be colored by obser-

vation of the flowers themselves; an exhibition of the most meritorious of these from all parts of the country was given in Fowler & Wells' rooms and numerous prizes were awarded.) It proposed a study of current events in order that the pupil should know something about the wonderful world he lived in.

One of the earliest efforts of *THE JOURNAL* in the direction of school reform was to urge and induce the erection of better school buildings, especially in the country. It secured the services of an able architect who made new and tasteful plans. Later it offered prizes for the best building plans and published them; and these plans have been widely sought for and have had a marked influence upon the erection of many schoolhouses. Along with urging the erection of handsome buildings, the decoration of the interior has been made the subject of many articles.



First Summer Squashes raised by the Children of a Fourth Year Class at Hyannis.



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Under the principeship of Mr. W. A. Baldwin the State Normal school at Hyannis, Mass., has been working out with unusual success some problems in industrial education. The manual work and school gardening has set a new standard for the schools in country districts.



A Neglected Opportunity.

The JOURNAL made a distinction between *education* and *schooling*; the former being considered a natural, spiritual attainment, intended by the Creator; the latter being man's device, and while it had value, could not alone be termed "education." It was believed that a person who understood essential principles could *educate* a child while he was obtaining the usual results in the school. Thus by what seemed unanswerable logic THE JOURNAL took the ground that *the teacher should be a student of education*.

This led to presenting the imperative necessity of professional knowledge, that is, of an ascertainment of the way the child naturally learns, for it has long been noticed that he acquires quickly and easily and perfectly a vast amount at home, on the street and on the playground. The motto proposed for the teacher was, "Study the child."

It has been reiterated for many, many years that the community in permitting almost anybody possessing but slight knowledge to teach its children was doing its children a great injustice. But the warnings had produced but little effect. THE JOURNAL charged the teachers themselves to be blameworthy if they should attempt to undertake the work without adequate preparation. It insisted that there was a close connection between the small *preparation* and the small *compensation* of which so loud a complaint

was heard. True the state was to blame for not demanding larger qualifications, but THE JOURNAL urged that the teacher owed it to the children and to his own conscience to put his work on a professional basis.

The action of that statesman-educator, Hon. Andrew S. Draper, when at the head of affairs in New York State, in allowing the owner of a third grade certificate to teach but a year, and demanding higher qualifications to obtain the second grade certificate, which was followed by an immediate increase of compensation, showed that the ground taken by THE JOURNAL was correct. If only all other state superintendents would follow Dr. Draper's wise leadership!

THE JOURNAL, besides urging on the teachers that they possess professional qualifications, has also as strongly urged the state that it give the teachers an adequate compensation, proposing a minimum salary for Normal graduates and holders of life diplomas. This matter has at last attracted the attention of the National Educational Association, and a discussion has been inaugurated that will eventuate in an advancement in the compensation of teachers. The cogent articles in THE JOURNAL's department, "The Professional and Financial Side," conducted by Principal William A. McAndrew, of New York city, have attracted wide attention. No man could have pre-



Transformation of a Boston Common School into an Educational Center.

sented the matter more lucidly or powerfully.

While laboring with unceasing vigilance for the advancement of the material improvement of the schools and of the status of the teachers, THE SCHOOL JOURNAL remained loyal to its ideal of disseminating educational truth. Its fight for the higher interests of the children in the schools and for the ennobling of the teachers' profession has at times been vigorously contested by those with whom personal pride and comfort and prejudices were supreme considerations. But neither assaults nor financial losses nor misinterpretation of motives could turn it from the right as seen thru the editorial eyes.

THE JOURNAL stood for Colonel Parker, the Apostle of the New Education, when he was attacked on all sides. It was the only educational periodical to support Dr. J. M. Rice when the reported results of his researches brought the abuse of short-sighted school men upon his head. The first effective presentation of Dr. John Dewey's educational ideas was given in these pages. Many an educational departure founded upon truth has been brought to light and prominence thru the initial commendation of this periodical; personalities and material gain have never been permitted to control editorial utterances.

The list of achievements upon which THE JOURNAL may justly and properly pride itself might be considerably lengthened. But the intention is not to sing our praises. We simply want to point out some of the fruits of thirty years of unswerving devotion to the cause of education which this periodical has been permitted to see ripen and add to the wealth and joy of the world.

There are, however, two or three things which ought to be mentioned as a mere matter of record.

Starting from the conviction that an educator's chiefest anxiety should be to learn the will of God with reference to the development of humanity, THE SCHOOL JOURNAL has constantly insisted that the teacher must diligently search for truth. Intuition and timely inspiration must not be depended upon to direct the bringing up of children. Hence the need was urged of studying the treasures found by the truth seekers of all times and climes. As a help toward this end a number of trusted leaders were requested to contribute statements of their educational creeds. The publication of these creeds by THE JOURNAL marked an era in American pedagogy.

A contribution of infinitely greater consequence for public education is the development by cautious procedure, following the law of evolution, of the American common school idea. Ten years ago the editor began, at first by commending endeavors capable of interpretation as common school extension, to advocate a broadening of the popular conception of Horace Mann's famous principle of a "universal education of the people in common schools free to all." Later, when the time appeared to have come for a tentative presentation of the underlying plan of a democratic educational organization, the school community ideal was outlined.

Step by step the features most favorably received were developed and practical exemplifications of them commended. Frequently integral ideas of the scheme, which at first sight might arouse wasteful contentions because of a revolutionary aspect, were presented before gatherings of thoughtful people to judge what effect they would produce, ere any attempt was made to give currency to them in these pages.

The plan as a whole was first elucidated before the Brooklyn Ethical Association some ten years since.

As several people in the audience saw in it nothing less than a social revolution, the time for a more general exploitation was postponed. About two years after this some of the chief educational features were presented before a number of local teachers' meetings, notably a large institute at Jersey City, where the response was so hearty that the editor shortly after accepted an invitation to address the American Institute of Instruction at its Montreal convention, on "The Neglected Opportunities of the Common School." This was in 1897. The encouragement received on this latter occasion was such that a systematic agitation of the school community plan was begun. Again in 1900 the American Institute of Instruction was addressed at Halifax. This time the social evolution attempted in the new educational organization was described in detail. The endorsement received from New England educators left no longer any doubt that thoughtful people were willing to put the plan to practical tests. Their interest was further shown by invitations to address audiences at Providence, Lowell, Boston, and many other centers.

The practical effect which the school community ideal has had upon the working out of the various enterprises of common school extension which have sprung up over the whole country, cannot be measured. Nor is it of any consequence to find out. THE SCHOOL JOURNAL has simply tried to encourage every such enterprise which might in its development usher in the day when each State in our Union will represent a federation of organized school communities, with the schools as the influential centers, instead of a system of arbitrarily fixed wards in which, especially in the cities of many of the states, liquor shops are the real centers of power. "The school as social center" has become the watchword of the movement.

In the present anniversary number THE SCHOOL JOURNAL has gathered together a number of interesting reports of actual work now under way in the direction of broadening the social influence of the common school. The articles will be a revelation to those who have doubted the wisdom and possibility of such extension.

In Boston the movement has made headway beyond the most ambitious hopes of its advocates. The time seems ripe for the appointment of a special director to extend and perfect the present organization to a still higher degree. Cleveland's home gardening experiences are rich in suggestiveness for school communities thruout the land. Of the system of public free lecture courses in New York city THE JOURNAL spoke more particularly a few weeks since. Here will be found a statement by Dr. Henry M. Leipziger who is the head and soul of this enterprise. But the number must speak for itself. No pains have been spared to make it a worthy memorial of the completion of thirty years of devotion to the cause of education.



The sixteenth volume of *Educational Foundations* opens with the number for September. The plans for the new year contemplate the establishment or continuation from preceding volumes, of a number of very valuable departments. Among them will be the departments of "Child Study," "History of Education," "Theory and Practice of Teaching," "Educational Research," and "General History." In the history of education special attention will be given to Greece and Greek educators, more particularly Socrates, Plato, and Aristotle.

Educational Foundations is the only magazine in existence whose purpose is to aid teachers to the study of education. It is particularly adapted for use as a text-book, or topic study, in teachers' reading circles. Hundreds of such circles make it their one and only text for the year. The subscription price is \$1.50 a year, which includes ten numbers, aggregating 80 pp.

Extra copies of this Anniversary number may be obtained for 25 cents each.

Boston Common Schools as Educational Centers

By Frederick W. Coburn, Boston.

It has been said that there are in Boston only about one hundred men of wealth who can be relied upon to contribute to good causes, even to those that call importunately for assistance. The great body of the rich in what is understood to be the wealthiest community, population considered, in the United States, are as indifferent to their philanthropic opportunities as the rich are in most other American cities. It is, in fact, the presence of a small saving minority that is mainly responsible for the reputation the New England city has as a supporter of humanitarian, educational, and æsthetic enterprises. In the interest of a better city or a better country a few Bostonians can generally be found who are ready to give money and time without stint and in opposition to general apathy and indifference.

Boston is growing to be a great city, in spite of some provincial oddities, largely because it has among its citizens such men as Henry Lee Higginson, who backs up the celebrated Symphony Orchestra and divers other good causes; Joseph Lee, interested in public playgrounds, school gardens and whatever other things the Civic League stands for; Frederick Law Olmsted and Sylvester Baxter, both public spirited citizens, the one the foremost landscape architect of his time, the other a practical journalist with high ideals, who have exerted a powerful influence to make the Metropolitan Park system of Boston the most complete and varied of any in the United States. The transformation of Boston that has taken place in the last twenty years and that is really only just beginning, has been due largely to the persistent efforts of a few people of this type working against nobody save themselves knows what odds in the way of self-satisfied indifference, obstinate wrong-headedness, and sinister wickedness.

In the same way Boston has been developing a school community plan, suited to its local situation, and has made perhaps as notable a success of it as any community in the United States, thanks primarily to the efforts of a few devoted members of the School Committee and a few enthusiastic public school teachers. These educators have had to make good in the midst of conditions often exasperating. Boston is a city where, if one may use the vernacular of the street, there is comparatively little graft, but a great deal of grouch. Even now there is in certain political circles a slight reaction against the educational centers and vacation schools. It seems reasonably sure, however, that the forces which work against the socialization of education and persistent forces that are not going to allow what has already been accomplished to be nullified.

The work of creating educational centers in Boston has been in the hands of a committee of the school board composed of James J. Storrow, chairman, with Anna Barrows, John A. Brett, Ellery H. Clark and Robert Treat Paine, Jr., as the other members. This committee has all along shown the keenest possible appreciation of the benefits of neighborhood educational centers. Just how far they have looked ahead, to what extent they have been influenced by the philosophical theory of the school community, as it has been developed year after year in the editorial columns of *THE SCHOOL JOURNAL*, I do not know. At the Twentieth Century Club about a year ago Mr. Stor-

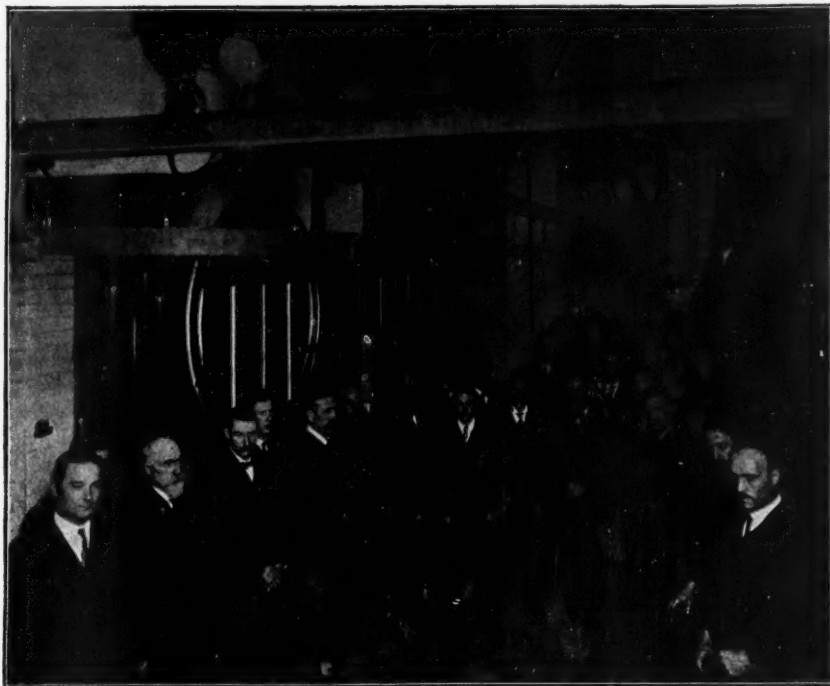
row gave a most interesting talk on some of the more immediate possibilities of the movement, but into the ultimate aims and objects, which *THE JOURNAL* has sketched out, he did not attempt to go.

Certainly, however, the record of actual achievement has been an exemplary one. The members of the committee have made their case intelligible to the man in the street. They have consistently used the argument thru the newspapers and otherwise, that modern fire-proof school buildings, magnificently equipped and costing from \$100,000 to \$300,000, standing on land that is worth several dollars a square foot, represent a great waste of public money if kept open only five hours out of the twenty-four. The New Englander's love of economy has been appealed to and his desire to provide useful work for hands and brains that are normally idle in the evening hours. The community has been satisfied with a proposition that has always been made to appear eminently practical.

Altho a great deal of work has been done for many years in connection with Boston vacation school and playgrounds which may properly be described as school community effort, the first educational centers, as such, were opened April 14, 1902, in the Lowell school at Jamaica Plain, and May 6, 1902, in the Hancock school at the North End. A little later, January 5, 1903, there was opened a South Boston educational center in the Bigelow school, and October 26, 1903, an East Boston educational center at the Chapman school. Last autumn, November 16, 1903, still another center was started in the crowded West End district at the Mayhew school. These have been in operation during the past winter. All the efforts thus far of the five centers have been purely pedagogical. That is to say, the general social features — including clubs for children and adults, amateur dramatics, art exhibitions and various other local activities — which are by many regarded as an integral part of the school community plan, are still to be developed in Boston.

Perhaps the South Boston educational center, which is the largest in the city and which contains practically every feature that the others have, is the best one to describe in detail. It was fortunate during its first year in being under the guidance of Mr. Michael E. Fitzgerald, a man thoroly familiar with the conditions in a neighborhood where the Irish-Americans predominate, and one whose devotion to his work has rarely been excelled in any community. Indeed, the remarkable success of this South Boston center would not easily have come about had not Mr. Fitzgerald formed the habit of spending virtually all his waking hours at the school, and of imparting his contagious enthusiasm to all the members of his teaching force. Mr. Fitzgerald is no longer with this school, for he was transferred last autumn to another in a distant part of the city, but his successor, Mr. Frank V. Thompson, has proved himself an admirable successor, uniting untiring energy with abundant good judgment.

At the start the first year there was a single class in dressmaking. Before the end of the session there were four, and the rooms were crowded every evening. Similarly the millinery class had to be quadrupled. During this season there have been classes in em-



Steam aEngineering Class in the Boiler Room of a Boston Common School.

broidery, cookery — one of these reserved for married women — bookkeeping, civil service examinations, stenography, carpentry, mechanical drawing and draughting and steam engineering. There is also at this center a reading room for which the Boston Public Library has supplied technical books and magazines.

An especially interesting feature in the South Boston school is that of the study rooms which have been opened for the benefit of children of the two upper grades of the day school, who are allowed to come to the school in the evening to study their home lessons under the supervision of a teacher, in a well-lighted, heated and ventilated room. This privilege means a great deal to ambitious young people who want to study in the evening, but who find the conditions in the ordinary tenement house, with the noise and confusion, absolutely fatal to making good progress. The Mosely Commission, who visited this school, were especially enthusiastic over this study room plan, and regarded the feature as one which they ought to try to incorporate into the schools of the English cities.

One of the objections, it may be said parenthetically, raised to these study rooms when they were first opened, was that the youngsters would pretend to go to the school-house to study, and would really spend the evening somewhere else in amusements of doubtful

character. To guard against this possibility, every child belonging to a study class receives a card with a blank space for each evening and whenever he attends the class the blank space representing that evening is suitably punched, is taken home, shown to the parents, and brought back next evening with the signature of one of them.

One of the popular innovations of last winter consisted in a number of short courses of "study lectures" given at the various educational centers. These were quite different in character from the more popular lectures given in various schools and at the Boston Public Library. At the South Boston center, for instance, there was a regular course in American literature given under the direction of Mr. Bernard

M. Sheridan, of Lawrence, in which the members of the class were expected to study the works of the authors under discussion and generally to prepare themselves much as the students in a college English course might be required to do. There was also a course in geology given by Professor Barton, of the Massachusetts Institute of Technology, with special reference to the geological history of Boston and the immediate neighborhood; and Mr. Martin, the secretary of the state board of education, gave a valuable course on civil government.

One of the most interesting of the school centers is that at the Hancock school in the North End. This



Boys' Evening Study Class in a Boston Common School.



Statue of Horace Mann at the St. Louis Purchase Exposition.

From a photograph taken from THE SCHOOL JOURNAL by the official photographer of the Exposition.
(Copyright is held by the Louisiana Purchase Exposition, 1904.)

still feels the impress of the life and work of the late Lewis H. Dutton, master of the day school, a very sincere and devoted educator whose understanding of the Italians and Hebrews of the district made possible the very successful evening classes that have been organized. The school last winter was in charge of Mr. Irving M. Norcross, one of the sub-masters of the district. The center is conducted along the same general lines as the one in South Boston, except that, as the Hancock day school is one for girls only, the night school has mainly classes for young women. Altho this center runs in competition with a great many private educational institutions of a denominational character in the immediate vicinity, the attendance has always been large and very satisfactory. The musical entertainments given at the school have drawn very large audiences of music-loving Italians. One of the successful undertakings of this past year at the Hancock school was the giving of three courses of lectures on scientific subjects by the Lowell Insti-

tute. The talks, tho elementary in character, were by eminent specialists and apparently were very well appreciated by the people to whom they were given.

The work in the Roxbury-Jamaica educational center has been carried on at the Lowell school, under the direction of Headmaster Edward P. Sherburne. One of the features, besides those common to the other centers, has been the excellent class in gymnastics which has been very largely attended during the past winter. The East Boston school, under the principalship of Mr. Herbert L. Morse, was opened last October and attained a registration of more than 1800 in the first week — a good many more than preparations had been made for. The size of the classes increased steadily thru the season. Similarly the West End school center at the Mayhew school, under the principalship of Mr. Edward P. Shute, has been unqualifiedly successful during the first year of its operation. The report that mischievous loafers of the neighborhood eggshelled it during the closing exercises was a

newspaper fake. The North End, a swarming district, populated very largely with Hebrews, has taken very kindly to the new center.

The good effect of these educational centers upon the people who attend them was described in the report recently submitted by Mr. Storrow's committee as follows:

"One of the characteristics of these Educational Centers which has been most remarked upon by many of the hundreds of visitors since they were opened is the general atmosphere of friendliness which pervades all the rooms. The people of the neighborhood seem to realize that not only are the intellectual advantages of the school at their disposal, but beyond this there is a warm and friendly welcome awaiting each person who enters the building. In the rooms where conversation is possible, such as the dressmaking and millinery rooms, for example, the members of the class carry on a neighborly chat with each other whenever the teacher is not addressing the class as a whole. It is pleasant, when the closing hour comes, to see the members of the school, reluctant to leave the building, lingering about the rooms and halls conversing with each other. Not only has this atmosphere been commented upon repeatedly by visitors, but the same thing has been indicated in many other ways. One young woman recently made the remark to the principal of one of the Centers that she had been living in the locality for more than a year, sup-

porting herself by working in the city during the daytime and living by herself in a small room, and up to the time the Center opened she had been leading a lonely life without a friend, but as a result of attending one of the millinery classes at the Center she now had many good friends. Numberless other interesting incidents connected with the work of the Centers might be related if there were space. For instance, the principal at one of the Centers found that two of the young women who had attended his dressmaking class were married in dresses which they had learned to make, and in fact had made, at the Center. It is interesting to note that these young ladies also took the course in cooking. The resident physicians, clergymen, and others having occasion to be familiar with the lives of the people have repeatedly spoken of the good effect which they saw resulting from the establishment of a Center in their locality."

A good deal might be said of other educational efforts in Boston which exemplify to a greater or less extent the school community idea—such, for example, as the vacation schools conducted by the school committee and the private enterprises among the Italians of the North End carried on by Roman Catholic or Protestant organizations. The five educational centers, however, are most directly in line with the school community idea and, from the journalistic point of view, are the best educational "story" there is in Boston to-day.

How Holyoke is Preparing the Way for the School Communities of the Future.

By Edward B. Sellen, Principal Elmwood School, Holyoke, Mass.

The wastefulness of locking up a school plant when the regular sessions are over appeals strongly to every one who has thought the matter out on a basis of cost and return. That the school buildings do the work for which they are intended is true, but the fixed expense is so large that any way that will give a larger return to the people who pay for it must be considered worth employing. The school buildings of Holyoke have been given such use not a few years in succession, altho there is no established plan worked out under the direction of the school board. The board, however, has frequently given its encouragement to such affairs by voting the use of the buildings for purposes that can be classed as educational. The other departments of the city government have been favorable to the meetings that have been held with the intention of extending the use of the buildings in the way of education.

The only organized means of thus using a school building is the Elmwood Educational Association, which was formed in the part of the city known as Elmwood in the fall of 1901. It was started in a small way in 1900, when several gatherings of parents of the children in the school were held in the principal's office. This grew into the Educational Society a year later. The plan was discussed with Supt. Louis P. Nash and members of the committee, and both gave their unqualified support. Mr. Nash attended some of the meetings and took part in discussions, as did several members of the school board.

The Elmwood Educational Association was formed primarily as a means of getting the parents acquainted with the teachers and the ways of education of to-day, for as in every other city there were complaints that "we did not do things in that way when we went to school." The Association was formed on rather loose and informal lines, as it was deemed best to give the

utmost freedom to every one concerned, the intention being to make the gatherings attractive and valuable to as large a section as possible. The meetings did not attract large numbers, as the rooms where they could be held would not seat more than 120 people, but the audiences were thoroly representative and all classes of people who had children in the school were frequently in attendance. Many others came in to see what was going on and the influence of the Association was extended rather more than was planned at first, but not more than was hoped for as a final result.

The list of committees comprehended all the influences that could be made to go out from a school that is somewhat isolated from the rest of the city, and it was intended to be a chief influence in the community from which its pupils are drawn. The school has nearly 600 pupils in attendance, so that its constituents are not few nor are they narrow.

The financing of the Association was not a difficult thing, as a sufficient interest was taken in the school by a number of citizens to lead them to say that the bills would be met as fast as they came due. Every one who was enrolled as a member was informed that he or she could contribute, but that the benefits were free to all, whether contributors or not. This might not have been possible in all communities, but it worked well in the Elmwood district. As a matter of fact the expenses were not large, several lectures having been given free of charge and the cost of others being kept down to a low figure. This method of providing funds was found to be the most feasible for the start, altho it is planned when meetings are resumed to start on a new basis, and establish a small membership fee, so that the usefulness of the society can be extended and the members may feel that they are paying for what they receive.

Methods of Enlisting Interest

One very important committee was that on "Village Improvement." This is perhaps not in the line of educational work, but it afforded an organized way of reaching several improvements that were desired in the school and its surroundings, and certain important gains for the community about it. The usefulness of the committee was due to one member who is now a member of the school board. The work done outside of that pertaining directly to the school related to increased mail facilities for the community and this included the establishment of a branch post-office and additional mail collections. In the school buildings certain needed improvements were secured from the officials having the matter in charge, because back of the committee was an organized body of citizens, fathers and mothers interested in having their children looked after and given the best advantages that the city could afford.

There were several lectures given the first year that the Association was formed. One was by Prof. H. A. Grosvenor, of Amherst College, an acknowledged authority on American history and anything that has to do with the advance of the nation. He gave a talk on "The History of the Panama Canal" at a time when that was up for discussion in Congress. Ex-President Frank A. Hosmer, of Oahu College in Honolulu, gave a talk on the "Hawaiian Islands and their Connection with the United States." Several other lectures were given on as interesting subjects.

The lectures drew audiences of men and women who were much interested, and at each of them delegations of the teachers were present to meet the parents and talk of the work of the children, in which they were most interested. This was the primary object, and it had never been reached in the school before, while in the association meetings it proved a marked feature and a successful one.

Several exhibitions of the work of the school children were arranged in the room in which the meetings were held, with a special view of presenting the practical things that are accomplished in the grammar and primary grades. As the school includes every grade from the kindergarten to the highest grammar classes, this work was made very representative of the entire course. The exhibitions were made with the practical side of the work in view, because that was deemed the best way to reach the patrons of the school, the intention being to extend the scope of the exhibitions as the Association members desired.

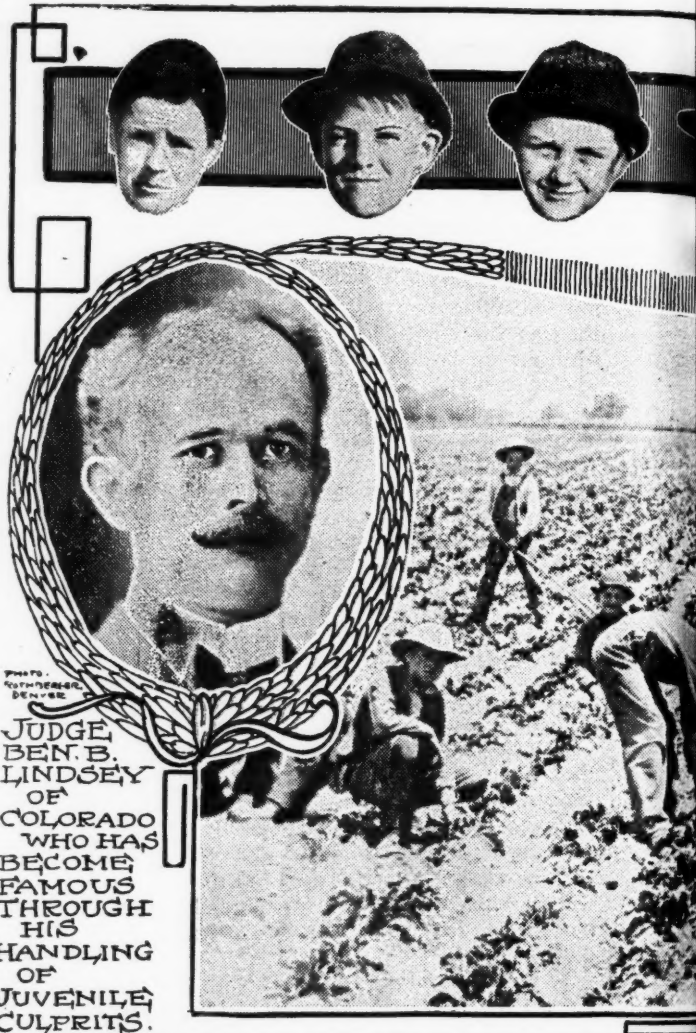
Another committee is that on library, and the seeds that were sown in the discussions will eventually lead to the establishment of a branch library in the neighborhood of the school, if not in the school building.

For the past year the Association has not been active, partly on account of the difficulty of getting fuel at one time, and in part on account of a lack of time of some of the officers of the society, but the machinery is all there, and it is planned to undertake a new work in the fall. The parents of children in the schools have been given an opportunity to meet the teachers and there is a common feeling of interest between the parents and teachers that had not been reached and could not have been reached in any other way. In this respect the Association has more than paid for itself, and the influence on the children was most marked from the very start.

Other Schools Opening.

The use of school buildings for other than strictly educational purposes has not been confined to the

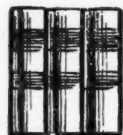
Elmwood building. When Preston W. Search was superintendent of schools he inaugurated a series of lectures in the high school building that attracted large audiences and served to increase largely the interest in the school. People who had not been in a school building for two-thirds of their life went to



see what sort of things were being done for their children, greatly to their own advantage and to that of the high school. The series of lectures was followed by concerts and talks on musical subjects that were most interesting and instructive.

The new high school building was planned for just such things, and the hall and other suitable rooms for social and educational gatherings were planned on a more generous scale than was needed for school purposes alone. The building has been used many times since, during the period that Superintendent Nash has been in office, for lectures under the auspices of the Holyoke Teachers' Association. The meetings have been planned with a view to attract people outside of school work, and have succeeded. In a recent report of the superintendent notice of this sort of thing was made, and the plan commended, with intimation to the

LITTLE BEN FINDS WORK FOR BAD BOYS INSTEAD OF SENDING THEM TO JAIL.



school board that such affairs might be fostered by the city authorities. This may come in the future, but the financial situation is not of the best, so that it may be deferred for some time.

At the Highlands school the well-known art collection has long been an object for which the principal

has worked, and since it was installed in the school he has arranged a number of lectures and other entertainments to raise money for extending the collection. These entertainments have always called in parents of the children in the building, and others, so that the building is pretty well known to all those who live near it. Similar entertainments have been held in the West street building, where a collection of art works is being made. At the Hamilton street school the beginning of a collection is well made.

Redemption of an Alabama Town.

Booker Washington's story of Anna Davis, a Tuskegee student, told in a recent number of *The Youth's Companion*, is good to read and remember. Because of some misunderstanding about her studies the young woman could not graduate. She accepted her own failure without whimpering, and determined to make the most of what she had.

"I have some education, Mr. Washington," she said to him, "and I will go where it will be useful."

Then the people at Tuskegee lost sight of her for a while. But her deeds did not lag behind her intention and her speech. She went into the "black belt" of Alabama and picked out the most hopeless community she could find. She took the wreck of a log cabin which was occasionally used as a school-house. The men were poverty-stricken and illiterate, and unable to use to advantage what little they had. They mortgaged their crops every year to pay the rents of their hovels.

It was a situation to appal the stoutest heart. But Anna Davis installed herself in the miserable log school-house, and first won the interest and sympathy of the children.

Next she induced all the parents to meet there. She taught them enough arithmetic to know the value of their earnings and to appreciate the folly of their mortgages. She had learned something of the business side of agriculture at Tuskegee, and she taught them that. Then she went from cabin to cabin to teach by example a better way of living.

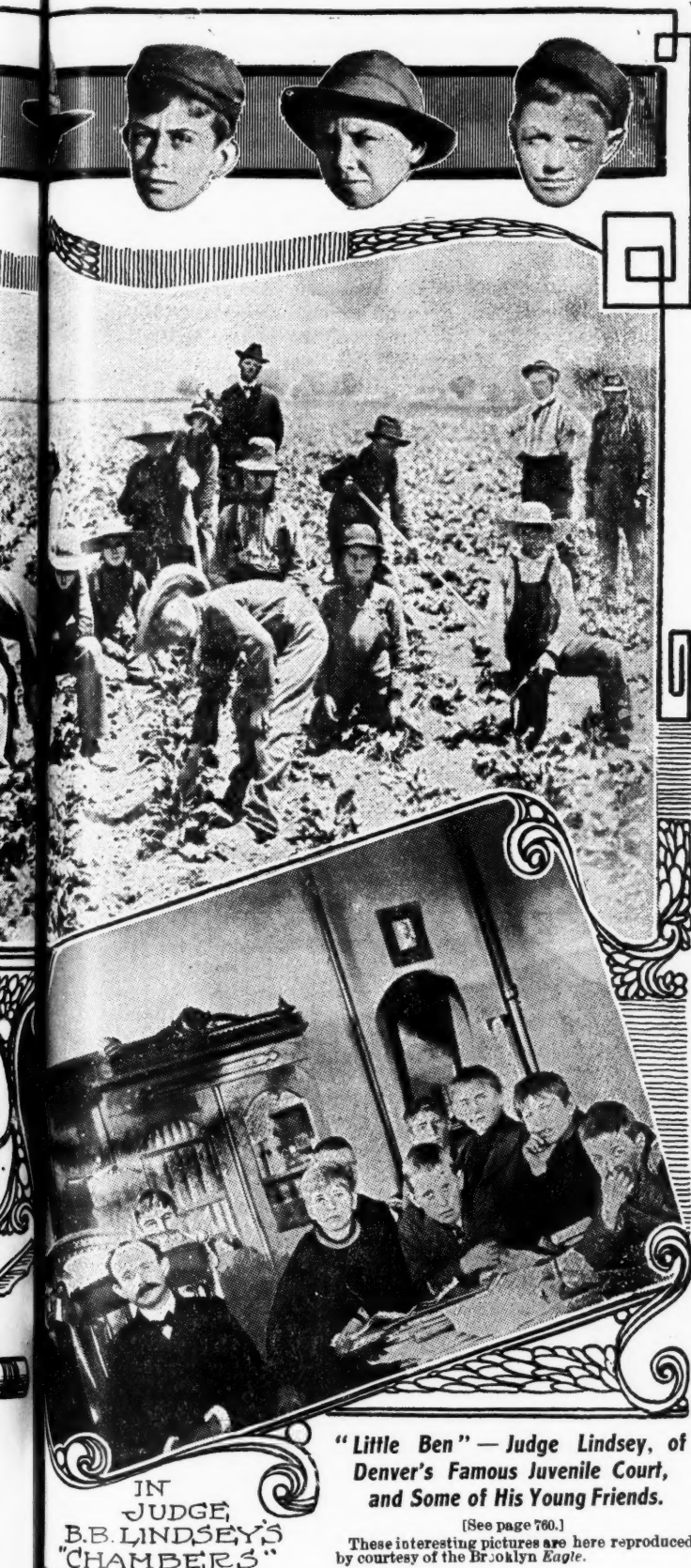
The result of that single-handed courage was seen by Mr. Washington when he visited the community a year ago. There was a frame school-house on the site of the old log cabin, and all the children were going to school eight months in the year. The crops had increased; the men were out of debt; small, decent frame cottages had taken the place of the tumble-down shanties, and were owned by the occupants. The people had scraped and saved to put up the frame school-house before they thought of bettering their own homes.

It had been done in four years, and Mr. Washington asked his old pupil how she had done it all.

"I will tell you how I did it," she said, simply. Then she showed him an account book with the contributions to the school-building fund. There were some small cash contributions, but there were more contributions of eggs and chickens to be sold for the school.

Besides this they had a little cotton plantation of their own. The children cleared a piece of land behind the school-house and worked on it every day after school. They raised two bales of cotton a year, and that kept them going.

After telling this story Mr. Washington said he wanted to add that "Tuskegee has since done what it should have had the wisdom to do before. They gave Anna Davis her diploma."



"Little Ben" — Judge Lindsey, of Denver's Famous Juvenile Court, and Some of His Young Friends.

[See page 760.]

These interesting pictures are here reproduced by courtesy of the Brooklyn Eagle.

IN
JUDGE
B.B. LINDSEY'S
"CHAMBERS"

Home Gardening Association of the Common Schools of Cleveland.

One call of the present time is back to nature. It is a cheery invitation. Multitudes go from the city every year to enjoy for a time the delights of the country. Other larger multitudes must stay behind in cramped quarters where there is plenty of smoke and soot, but little to suggest the beauty of the fields and woods. The Home Gardening Association has pointed out a way to make the city wilderness bloom, to cause flowers to blossom in the smallest spaces. This has been done that those who cannot go to nature may have a touch of it near at hand.

The Association includes in its membership all the teachers and most of the pupils of the Cleveland elementary schools, and many of the parents. The pioneer in the movement was the Home Gardening Club of Goodrich House Social Settlement. This club based its work on the theory that by individual efforts much valuable work can be done in the way of beautifying home surroundings, and that if each household performed its part in this work the beauty of orderliness and cleanliness would soon assert its supremacy over the disorder, dirt, and debris which too often holds sway in crowded neighborhoods. That this theory has been worked out into practical results, is attested by the changed aspect of much of the district in the neighborhood of Goodrich House. At first it seemed a very unpromising experiment, as the district was one of greatest density of population. The blight of smoke and soot of neighboring factories was over all, and moreover while many people love flowers few are they who are willing to work against odds for a bit of bloom.

But undeterred by these considerations, Mr. E. W. Haines, a busy business man, organized a little group

of people at Goodrich House into a neighborhood club for the cultivation of flowers at their homes; and from this small beginning has grown up a movement widespread and far-reaching in its influence and results.

To the founder of this club, and the promoter of the work in the schools is due the credit for the wonderful success of the Association, his fertility of resource, his unfailing enthusiasm and the untiring efforts he has devoted to the forwarding of the enterprise and the extension of its scope, has, in largest degree contributed to the life and success of the movement.

The workers of Goodrich House, having been successful in awakening an interest in the culture of flowers among their neighborhood people, conceived the idea of extending the work and reaching many neighborhoods thru the public school children. The president of the club presented the matter to the superintendent of schools, who heartily concurred in the plan. In February, 1900, a joint meeting of the officers of the Goodrich House Club and a committee of public school officials was held. The result was that a committee consisting of public school officers and teachers was appointed to carry on the work in the public schools, and another committee from the Goodrich House Club was appointed to have charge of buying and distributing seeds.

The matter was presented to the teachers and pupils by means of a circular sent out from the office of the superintendent of instruction. It met with the hearty approval and co-operation of the teaching force. The plan adopted was to supply penny packages of easily grown flowering annuals, to be sold to such pupils in the primary grades as wished to purchase



The Test Garden on Rockwell Street.

them. A choice of nine varieties was given, and when the returns came it was found that nearly fifty thousand packages had been asked for.

In June, a circular was sent out by the committee suggesting that the teachers remind the pupils that at the beginning of the next school year, in September, they would like a report of the success of their seed planting, and that a day might be set apart for a Flower Show, enabling the children to bring whatever available plants or flowers they had raised thru the summer vacation.

On September 27, a notice was sent out from the office asking the teachers of the schools where seeds had been distributed last spring to kindly ascertain how successful the children had been in the growing of the flowers thru the summer. The committee asked that the teachers send reports, and added that it would be very inspiring to hear that a Flower Show had been held at the building. In pursuance of this request, the principals handed in reports of what had been accomplished in the several buildings, and it was very gratifying and encouraging to learn that the experiment had been a success.

Perhaps the greatest good accomplished was in the efforts of the children to make others happy with their flowers. One little fellow told how when friends called he "picked all his flowers and gave them to the people, and the next morning they'd all be in bloom again." He was giving, perhaps unwittingly, an illustration of the beautiful hymn, "Ceasing to give, we cease to have, such is the law of love." Many reported flowers sent institutions, to friends and sick people, absent pupils, accompanied by personal letters.

The summer past and the flower shows over, it became a matter of prime importance to keep alive the spark of interest during the winter so that it could



Stairway of the Gordon School, Cleveland.

be easily kindled into enthusiasm for renewed effort at the return of the spring.

Wherever possible the lectures were given in the school buildings and consisted of stereopticon pictures with their explanations. These included views of beautiful and famous gardens in Italy, Germany, France, England and America; also views of home gardens showing how a few cents expended in seeds and a little work, can transform a barren, unattractive yard into a bower of beauty.

The lecturer also took occasion to bring out the way in which seeds should be planted and cared for, and emphasized also the possible arrangement of plants to exhibit to best advantage their size and color. The growing qualities of the various seeds were also mentioned. The illustrations included not only artistic arrangements of form and color secured in famous gardens by skilled workmen, but also results obtained by those who planted the seeds distributed by the Association the previous year. To these were added pictures of the flower shows in the schools. Interest centered in the pictures of these flower shows. The



Flower Show of Gordon School, Cleveland.

desirability of making a flower show in each school was mentioned.

The year 1901 and 1902 was signalized by two new features of the work. The most important of these was that of beautifying the grounds of the Rockwell street school. To accomplish this it was necessary to secure the consent of the school authorities, and to provide a playground equal in size to the plot to be planted. This ground was found to be available in the rear of lots immediately adjoining the school. The owners of the ground made an offer of this ground at a nominal rental, which was accepted.

The second of these new features is the first experiment of the Association in the way of a school garden. The trustees of Case Scientific School gave the use of a piece of ground, and this was planted with the common flowers such as were distributed thru the schools. An unfavorable season prevented a complete success, but during the months of September and October the children of Rockwell school were able to gather many flowers.

The general interest aroused by the work of the Association suggested to one of the prominent daily papers the offering of cash prizes for the best garden and window boxes. This contest was first announced on May 10, 1902, as open to all amateurs, regardless of whether the seeds were purchased from the Home Gardening Association or not. About two hundred persons entered the competition and a committee of the Association was appointed to view the gardens and award the prizes.

Flower Shows.

The special feature of the year 1902-1903 was the offering of prizes by the Association, first, for the best garden, and, second, to the schools having the best Flower Shows. The report of 1903 contains this account:

The Home Gardening Association offered as prizes in this competition:

\$10.00 for the best flower garden in the city, in class A.

\$10.00 for the best flower garden in the city, in class B.

\$10.00 for the best flower garden in the city, in class C.

The judges, C. E. Kendall and Howard J. Strong, in making their report, said: "Twenty-one wards out of twenty-six were represented. One ward had nine contestants. There were several instances where your committee had to decide between two or three really fine gardens that would easily have received first prize in other wards. There were many more fine gardens in the city than last year. Scores might have entered and taken prizes."

A number of interesting things were noted by those who inspected gardens in all parts of the city. The number of gardens cultivated, where natural conditions are hardest to overcome, was surprising. The care taken in such places to select only the most hardy plants was almost universal. On one street, neighbors combined to improve the appearance of back yards. Here, flowers were grown on each lot, and vines covered the open wire fences which separated one lot from another. Everywhere the profusion of color brought into bold relief adjoining barren spots.

On the first of June announcement of a flower show competition was sent to the school buildings, with a request from Superintendent Moulton that it be read to the pupils. It read as follows: The Home Gardening Association proposes to award prizes for the best flower shows to be given at school buildings between Sept. 15 and Oct. 15. There will be four first prizes and four second prizes as follows:

First prize of \$10 and second prize of \$5 for best shows at buildings on the east side, division 1, boundaries announced later.

First prize of \$10 and second prize of \$5 for best shows at buildings on the east side, division 2, boundaries announced later.

First prize of \$10 and second prize of \$5 for the



Durham School Library, Cleveland.



Eighth Year Room of Waverly School, Cleveland.

first and second best shows at buildings on the south side.

First prize of \$10 and second prize of \$5 for the best and second best shows at buildings on the west side.

Further particulars of these shows and prizes will be announced during September, the object of this advance notice being to arouse an interest during the planting and growing season.

The schools were divided into four groups, according to size or location, and in September the following circular was sent out: The committee of the Home Gardening Association in charge of these exhibitions has appointed a jury of award, who, upon notice of an exhibition to be held in your building, will visit same at a time named by you. As the object of the Association is to encourage the growing of flowers in home gardens, it is expected that only such flowers will be shown, but no positive restriction is made except that the money received for a prize shall be used to beautify the school or grounds. If your school expects to compete, please notify the committee.

In response to this invitation, twenty-four schools entered the contest. The report of the committee of award, consisting of Messrs. H. J. Strong, C. E. Kendall, R. E. Miles, Charles Orr, and J. M. Siddall, commented thus upon the result: "The Association is to be congratulated upon the result of its work as shown in the great improvement in this year's exhibitions as compared with those of previous years. Last year the total number of shows did not exceed eight, while this year the number was just trebled, twenty-four schools entering the contest, this being one-third the total number of grade schools in the city. Aside from the regular competitors, upwards of thirty schools held shows without entering the contest, thus bringing the total number interested to considerably over two-thirds of the schools in the city.

Plans for the Present Season.

The new features for the spring of 1904 are two:

First, the employment by the board of education of a professional nature study lecturer to conduct the illustrated lectures, combining Home Gardening with other nature study topics.

The second of these is School Gardens.

This new feature met with the hearty approval and support of the superintendent and director of schools.

The gardens were introduced into four districts, where individual gardens, to the number of thirty or forty, averaging about five by nine feet, were set off for the pupils of a single class selected by the principal of the school. The gardens are to be planted in vegetables, all the work to be done by and all the products thereof to belong to the young gardeners. The principal of the school and the teacher of the class are to have charge of the work, aided by the direction and supervision of an expert in this work.

The value of this work to the schools from the standpoint of the teachers can be best expressed in the words of one of them: "Four years ago, when this work was first introduced into the schools, it was not looked upon with favor by all. But it was then in the experimental stage. Year by year, the work of selling and distributing the seeds has been so simplified that it now meets with universal approbation, and keen regret would be felt if it were discontinued.

Work Among the Slavs.

One of the local organizations, the Slavic Alliance, which used the seeds, sent thru its president the following communication:

"The Slavic Alliance was organized in Cleveland in December, 1902. Its field of activity and service is among the people of Slavic origin. The Slavic race is represented in our city by members of the following nationalities, here given in the order of their numerical strength, namely: Bohemians, Poles, Slovaks, Slovenes, Croatians and Russians. By birth or descent there live to-day in Cleveland about 100,000 persons of Slavic blood. The Slavic Alliance is a non-sectarian organization, its objects being purely educational and philanthropic. As stated in its con-

stitution, its purposes are: "To foster a spirit of kinship among the people of Slavic origin for the purpose of uplifting the race; to aid them in all that tends to their moral, social, and intellectual advancement; to assist them in the defense of their common interests, and to teach them the rights and duties of American citizenship."

"The work of the Home Gardening Association of Cleveland was called to the attention of the members of the executive body of the Alliance, which consists of delegates from the various lodges or societies of the different nationalities. The beneficial results of this work, both material and moral, appealed to all, and it was decided to begin our part in the crusade for a more beautiful and healthful Cleveland, and to arouse in our people a greater civic pride. And so we incorporated as a permanent feature the home gardening movement in our working program.

"The Slavic newspapers of Cleveland, and even some in other cities, heartily endorsed the home gardening movement and encouraged it. Many orders for seeds were received from points outside Cleveland. In 1903 the Slavic Alliance bought from the Home Gar-

dening Association 65,000 packages of seeds; these were in addition to those purchased by the children of Slavic parents who attend the public schools.

"For the year 1904 the Slavic Alliance is making preparations to give a greater impulse to this movement. Among other things 25,000 copies will be issued in four different languages of a pamphlet upon home gardening and home improvement, containing instructions and hints as to successful cultivation, and dealing separately with each variety of flowers in this year's list. The Alliance seeks to meet the situation in the most practical way, and hopes to realize in some humble measure the fruits of these efforts for the good of our fair city and for the enrichment of its civic life."

The plant that springs into life and blossoms in a day, is often beautiful but always short-lived. The plant of slower growth is sturdier and long-lived. So with this Association. With a wise conservatism, the Home Gardening Association work in the schools began simply, with distributing seeds to the primary grades, but year by year has extended this work and widened its scope until now it embraces the many phases set forth above.

Adult Education in New York City.

By Henry M. Leipziger, Supervisor of Public Lectures, New York City Board of Education.

Without pomp, parade, and with little advertising, the provision for adult education, known as the "Free Lecture Course," has won its way in New York city, and is regarded by the taxpayer as one of the most judicious of civic investments. Compared with material construction, how insignificant is the expenditure for the wealth of intellectual and moral inspiration, gathered from the treasures of talented men and women, and distributed among our citizens, for the making not only of a greater, but also a better, New York! And its success has been so genuine, its growth so steady, its popularity so marked, and it has been so adaptable to each city in the land, that the lecture system of New York may seem to mark the crowning glory of public-school extension.

The underlying principle is this, that "education should be a means of livelihood, and that education should be unending;" that the adult's taste can be cultivated as well as the child's; that the work of instruction and education begun in the elementary school must be continued and completed. Of the school population of our land about 3 per cent. attend the high schools, and less than 1½ per cent. the colleges, universities, and professional schools. The great body of our citizens has but limited education, and the very persons best fitted to profit by education, and who need it most, are in most cases denied its beneficent influence. Those most in need of it are between fourteen and twenty years — the time of adolescence, when conscience is disturbed, when character is being formed. At that time all the safeguards of true culture must be put around youth. Then there is that large class of mature people who have a knowledge of practical life, and who appreciate the value of education most keenly. It is from such a class that our students — I call them that rightly — of electricity, of physics, and of history are recruited. A lecturer on physics wrote to me the other day: "The questions put by my hearers were, as a rule, more intelligent than are asked inside of many a college."

Fourteen years ago the system was tentatively introduced into six school-houses. Now there are more than one hundred and forty places where systematic courses of lectures are given, and to the 4,200 lectures during the past season there came a total of more than 1,200,000 listeners. Begun in the old city of New York, by the operation of the new charter it is now part of the educational system of the city, and its influence is extended to every borough, so that not alone in the various halls of Manhattan is the lecturer heard, but even on Rockaway Beach he may be found contending with the roar of the waves, like Demosthenes of old.

The fact should be emphasized here and always that this is a movement for the education of adults. Ample provision is now made for kindergartens, elementary schools, secondary schools, and colleges. New York is the pioneer in this noteworthy movement for the education of grown-ups. Each year the sum appropriated for the worthy purpose has been increased; for the free lecture movement has won the appreciation, not alone of the people, but also of the student of education.

That there is a large body of men and women who believe that they are not too old to learn is proved by the figures to which I have referred. They are volunteer students. They come not "like snails unwillingly to school," but come rather to realize the original idea of school as a place of recreation and leisure. It is a movement to afford complete opportunity for education to teach the truth that it must extend thru life, that it is not to be concentrated into a few years, but that the stimulus shall grow and increase in power with the years. It is a movement to give men and women whose lives are lives of monotonous labor a wider outlook, and to bring them, in the most interesting form, in touch with the principles of science and recent discoveries, with the result of travel, and with the delight of music, literature, and art.

A very gratifying feature evidenced during the

course of the past twelve years has been the increasing demands made by the audiences which have been trained. The courses of lectures are arranged at many centers systematically. At one center, fifty lectures on history and literature were given. At another, each Saturday night, for the past four years, a lecture on some subject in natural science has been given. At a third center, subjects relating to education have been the chief theme. It has been delightful to note the increasing number of those who wish to pursue a subject more thoroly, and who take pleasure in the application of the best methods that characterize the university.

The audiences have been mostly adults — in many cases entirely so. Interesting it is to see, in a meeting place like Cooper Union or the Institute in the Bowery, an audience composed almost entirely of men. Here the subject is perhaps political history or physical science. Where the subject is literature, or music, or art, or astronomy, the women predominate.

Continuity of attendance is noticeable, and in the letters sent to me by lecturers who have given courses the returning of the same faces has been observed. Some of the auditors have written to me that they have been regular attendants of these courses for the past six or seven years. Does not such an evidence of continuity compare favorably with the attendance at any university or college in our land? Is not, in fact, the ideal of the university being realized?

A course of eleven lectures on problems of education, in which six college presidents, the city superintendent of our schools, and other prominent educators took part, attracted an average audience of one thousand, while a course of lectures on "The Development of the Nation" found equal popularity. A course of twelve lectures on "Art History" was attended by an average audience of four hundred, and reading and questioning accompanied this course. The geography of the United States was exhaustively treated. Literature received its due proportion, one play of Shakespeare, *Othello*, being treated, to the great delight of the audience, in a course of six lectures. In the realm of music many lectures and recitals were given. A course of eighteen lectures, six of which included a course on the Wagner music dramas, was attended by auditors many of whom came long distances, while all the musical lectures appealed to delighted audiences. At two of the centers a course of eighteen lectures with practical exercises in singing was given with marked success. A course of eighteen lectures on "Electricity" at the West Side Auditorium drew an average attendance of 250 — nearly all men who were engaged in work in which a knowledge of electricity would prove helpful.

I cannot do better than to read a few extracts from the hundreds of appreciative letters which I have received from the people:

A college graduate writes:

"I believe there are many who think the lectures are only for those who have not had an opportunity to receive a high-school or college education. The more intelligent the hearer, the greater the benefit derived. As to benefits received from these courses, they are too numerous to mention; but I can gladly say that thru my knowledge of 'First Aid to the Injured' I have been of use to different persons, from taking a cinder out of the eye of an elevated-car conductor, to fixing up the sprain of a relation."

Another:

"I think it [music] is best suited to our locality, as they are all working people; there is nothing does a tired body more good."

"In connection with the lectures, I have re-opened my Shakespeare, opened my encyclopedia for the first time, altho I have had them two years, and read Fiske's *Critical Period* and Channing's *History*."

"I always look forward to them as a hungry person looks forward to a good meal."

One woman requests lectures on "How to Bring up Children." Another, who has attended forty lectures, writes.

"A busy and often very tired woman, unable to spare much time or sight for reading, gives thanks for the pleasure and comfort I have enjoyed thru this means of instruction. I cannot adequately express my feelings."

Another:

"The majority of us know nothing but paved streets and brick walls. Nature stands at our doors, but we know nothing of her. These lectures give us instruction and mental exhilaration."

And yet another:

"I shall try my best to pass the examination [referring to a course on 'First Aid to the Injured'], altho I am very absent-minded and nervous, having been a victim of typhoid fever a year ago, and of remittent fever last fall. If I fail, I shall at least have tried my best and learned something to my advantage. I cannot say anything in favor of the Monday lectures, as my husband only attends them, because I have three small children who cannot be left alone. I am glad my beloved spouse stays with them Thursday evenings, to grant me the benefit of the lectures."

This movement not only gives a broader and truer conception of the term "education," but is making a larger demand upon the equipment of the teacher; or shall we say, rather, will call into being a new kind of teacher, who will not only possess the gift of scholarship, but will combine with it the art of proper presentation and the gift of pleasing speech. He must not only have the power to teach, but the power to inspire. His must be the voice of the prophet, for it is his duty to awaken interest and to lead souls from "the lowlands of vulgarity, high up the mount where guile dissolves in fire, that burns the dross away."

No more honorable task could be placed in the hands of the teacher than to stand before such audiences as gather in our school-houses and halls and bring them messages of truth. The teacher must be saturated with his subject. He must be a believer in the message which he is to deliver. I know of no more sacred task than that of the teacher in a democracy, organizing, as he does, public opinion, directing reading, stimulating thinking, and inspiring to the higher life.

Moral Uplift.

The fact has been established that the people will come, and that the nation will go to school; so that there are now two kinds of lectures — one for larger audiences, where subjects which appeal to large bodies can be treated; and the other, more special in its nature, where those only will come who are interested in a particular subject. The entire winter, at some centers, should be devoted to but one or two subjects, and a definite course of reading and study should be followed. I am sure that by this time we have prepared some such body of students. The division satisfies those who are already prepared for higher study and those who are just entering on the appreciation of the delights of intellectual pleasure. For believing, as I do, in the educational purpose and value of these lectures, I also believe, to an extent, in their wisdom from the recreative side. The character of our pleasure is an index of our culture and our civilization. A nation whose favorite pastime is the bull-fight is hardly on a plane with one that finds pleasure in the lyceum lecture. So, if we can make the pleasure of our people consist in the delights of art, in the beauties of literature, in the pursuit of science, or in the sweet influence of music, and gradually turn them away from so much in our midst that is lowering, are we not doing a real public service, and is not this theory the real foundation on which the support of the free public library rests? Is not refinement, too, one of

the ends for which we are aiming — not alone knowledge, but culture; not alone light, but sweetness? And if we can turn our youth from the street corners to the school playground, transformed into a temple of learning, are we not helping to that end?

The scholar owes his highest duty to the state. It is his duty to do what he can to raise the moral tone of the community in which he lives; to be of it, not above it; not to be lost in the mass, but to help leaven it. And never was that duty more demanded than in a great democracy; for our republic is still on trial. Nobly it is weathering the gales that beset it; for the popular conscience has always responded to the right. So, I say, the highest duty that our scholars can perform is to bring their knowledge and raise the average. We have faith in democracy, and we believe that thru popular education, as Mr. Larned says, "the knowledge of the learned, the wisdom of the thoughtful, and the conscience of the upright will some day be common enough to prevail over every factious folly and every mischievous movement that evil minds or ignorance can set astir."

Conception of Education Broadening.

Not alone has there been given a new interpretation to education and to the teacher, but a new definition of school has come into being. A school-house is no longer closed at three o'clock daily, but is open at all hours, summer and winter. Ten years ago there were, it is true, elementary evening schools and two or three high schools. Now the school-houses are open, not alone for free lectures, but for recreation centers, play centers, libraries, and vacation schools.

Why not carry this conception of the school-house even a little farther? You may walk in portions of our city where block after block consists of tenement houses, many of these occupied by hundreds of human beings. Little that is sightly attracts the eye; and yet in the midst of these unsightly blocks one comes upon a splendid school building whose doors are closed. It is Sunday. The authorities of this city are now considering the proper means of grappling with the excise law; how to recognize the demands of human nature and obedience to public betterment. You close the saloon. Where shall the youth of the city in these districts gather? Why should not the school-house be open on Sunday afternoon, and in its main hall the people gather to listen to an uplifting lecture of a biographical, historical, or judicial nature? Would not such use of our school buildings be justified? Why should settlements need to exist at all? Why should not the school-house represent all that is best in the so-called social settlement; and why should not every man and woman engaged in the work of public education be fired with the same spirit which is said to make the settlement worker? It seems to me that the tendency should be toward including in the public education all that is best in the movements for philanthropy which seem to mark our time. It is gratifying indeed to find an increasing response on the part of the churches in this work. School-houses are in many cases unsuited for adult education; and the committee on lectures at a recent meeting took a wise step in recommending to the building committee that in all buildings hereafter to be erected by the board of education provision should be made for adult education, and that a proper auditorium, with proper seats for adults, should be provided.

There is an added value in the establishment of a lecture system for adults in our schools. The whole object in the maintenance of our schools hitherto has

been the education of minors. Generally, when our children reach the age of fourteen or sixteen, they have been weaned from the school-house. How few adults ever visit the scene of their school days! By the extension of the school, in the ways to which I have referred, it is made to extend its enlightening influence to the old as well as to the young, and the school becomes, not only, as Horace Mann says, "a nursery for children," but a place of intelligent resort for men.

Libraries and Museums More Appreciated.

The experiment of the platform library — i.e., of books being distributed freely from the platform — was successfully made. An examination was held at the close of the series, and after each lecture critical and intelligent questions were put to the lecturer by interested auditors. Part of the series was repeated in another section of the city. Three lecturers were engaged in giving a course of five lectures on "First Aid to the Injured." This course being the same that is given for the instruction of policemen.

The libraries feel the impetus created by the demand for good books; and as a result the public is being educated to the importance of the free circulating libraries.

The lectures on science enable the visitor to the Museum of Natural History to look with different eyes on the collections; and those on art prepare men and women for the proper appreciation of our collections of paintings and sculpture. So an interest in life has been given to many. To some the lectures have proved the only bright spot in a cheerless existence; to others, a social factor; and to others, refining influences.

Summing up the value of this movement, it may be said, first, that the free lecture movement has broadened the meaning of education, and forms a continuation school in the very best sense; it enables the professor to come in touch with the people; it reaches all classes of society, for the audiences are as democratic as all intellectual gatherings should be; it binds together the high and the low in education; it brings culture in touch with the uncultured and produces the true solidarity of the spiritual life. Secondly, it has given a new meaning to the uses and possibilities of the school-house; and, finally, its chief purpose is spiritual and not commercial.

The lectures do indeed increase the productive power of the listener, do add to his stock of information; but their true end is to saturate the people with ideals. Without ideals one cannot live. It is by the help of noble ideals that purity and peace are given to masses of our fellow-men; and to help in shaping the ideals of a democracy is the purpose of adult education.

In these days of shorter hours and larger opportunities, the toilers will find in adult education the stimulus for the gratification of their intellectual desires, and thru the means of this movement a larger world will be given them to live in. The best characters in literature will be brought to influence them; their daily labor will be transformed into a noble task; new joy will come into their lives from this association with literature and science and art; this influence will affect their homes and their lives; and it will be found that the true joys of life do not come from wealth, but from sympathy with and appreciation of the bounties and wonders of nature that lie round us.

Adult education is just in its infancy, and it seems to me that in the future one of the chief jewels in our civic crown will be this movement for the education of the masses.

Some Novel Features of a Chicago Common School.

By the Principal of the School.—William E. Watt, Graham School.

We have maintained for about twelve years a regular brass band among the pupils. It originated in some special work the principal was doing at that time in cultivating patriotism in the city in a series of illustrated lectures on Washington, Lincoln, and other great men, at Central Music Hall. For these lectures we gave free tickets to all the pupils of the graduating classes of the elementary schools, and so arranged the distribution that we had a crowded house on the birthday of each of the five great men of the nation's history. Strange to say, we could get no music which the young people cared specially for. We had some of the greatest organists of Chicago play for them before the lectures, and we had some less great but more suited to the popular fancy. But no player could interest these young persons perceptibly. Then we tried piano solos with less effect. Then a boy choir was introduced, and singers and reciters from different schools about the city. These interested more; but as a rule the preliminary exercises were treated as the average congregation treats the opening voluntary in church, regarding it as a cover for conversation.

In my younger days I made part of my living from instructing brass bands. When I came to Chicago I had outgrown the business I thought. But spells of desiring to lead a band possessed me at times and I almost agreed to conduct some ambitious young band several times, but had kept out of it up to the time of the lectures. Then the idea struck me that a brass band in the school might become a good thing, and it would be sure to make the opening of the lectures attractive to the young people who made up the main portion of the audiences.

So we formed a band. Hard work? Not very. In just seven weeks after I had selected the fourteen boys who seemed the most proficient in music at the age of twelve, we played an engagement. Pretty raw playing it was; but it was good enough for the audience we served, a crowd of youngsters from the "levee" who were being treated to a Thanksgiving turkey feast in a Sunday school room. By the twenty-second of February we called ourselves a band. The father of one of our boys, a German, said to us after we had paraded past his house one day, "You haf surprised me. Ven I first hert you I thought it was a *good bant!*"

A school band is nothing new in education; but it is a perennially new thing in the district where it belongs. When you hear the band your son plays in coming down the street playing "The Mocking Bird" you have a new idea of music and of school. Of course, if the boys belong to someone else you can detect where they do not blow in tune or where the second finger has been used for the first.

From the principal's side of the case, however, I have figured it out that the person whom the average small boy really thinks is the most important and efficient man in town is either the band leader or the drum major. We do not have a drum major, and so the principal comes in for all the glamor of things. If the best boys in the schools gladly submit to the domination of the principal as band master on public occasions, it makes a big difference with the power of the principal in the school and elsewhere. Government is enough easier to pay for all the labor of teaching the band.

The following card is handed to parents when they ask to have their sons or daughters taken into the band:

THE GRAHAM SCHOOL BAND.

The brass band instruction is free to any boy or girl whose school work and conduct are satisfactory. In a few instances the principal furnishes horns and drums; but he cannot do this for a large number. Parents wishing their children to get the band training should supply them with instruments early in the fall. Instruction for beginners is usually carried on twice a week until December. If your child does not learn in six weeks to play the scale and the music assigned him, lay aside the horn till the following fall; he may develop sufficiently to learn then.

Do not buy an instrument till the player has been tested to see what instrument seems to be required. Do not buy old horns of different grade from those used in band, as they will not be in tune with the band and cannot be used even for learning. It is better to buy an old horn for a beginner if you can get one from some boy who is getting a new one or who is leaving the band. It is generally better to begin with a rather large horn and then pass to a smaller one a year or two later if the lips will fit it. The best age for beginners is 11 or 12.

No player will be retained in the band who is not satisfactory in school work and discipline. W. E. WATT, Principal.

Friday Evening Entertainments.

For several years we held an entertainment in the assembly hall every second Friday evening all winter. We opened with band music, and we had plenty of singing, so that the national airs were forced into those who otherwise could not have learned music. A brass band to lead the singing is sure to make it go well. And we had large audiences. Several hundred persons usually came too late. When the standing room was all taken, regardless of city ordinances, we were ready to begin, and others had to be refused admission. Lectures were given, mainly without stereopticon, as we could do better with the large audiences in the light than in the dark. The subjects were such as usually form the subjects of instruction in the high school course, because most of the adults and young persons had had little beyond a grammar school course, if they had had as much. The lecture was generally given by myself to insure its being heard and listened to attentively, for the usual lecturer tires his audience with too many hard words and too much technicality, and forgets to bring in the illustrations which wake up mind. After trying several speakers of good reputation I found it best for the principal to do this work himself, because he knows what will interest the young people and knows enough to stop when he has fatigued the weaker ones. After the lecture of twenty-five minutes we usually had a sharp debate by pupils of the upper grades, taking scientific, historical, and political subjects.

This work made the school a center socially, which drew to it twice a week as many of the patrons as could be got into the building. It put the principal and some of the teachers into easy communication with parents, especially when the entertainments became so popular that we admitted no youngster without a parent or adult relative.

Just now we are busy with the streets, alleys, door-yards and trees. We have arranged with the societies which furnish children with seeds at one cent a package, and are preparing for the flower show which will come off in the fall. Prizes are to be awarded for the best lawn, the best-looking backyard, the finest tree, the best parking in front of any house, the best display of flowers, the best bouquet, the best display of any one kind of flower, and the best window box.

Cleaning Chicago.

The children are organized into block clubs, those living in the same block forming a society with rules of their own and having for their object the improvement of Chicago as far as their own block is concerned. Each week the streets are inspected and the band gives a concert in the early evening where the best work has been done. Not where the street is the finest, as that would give it to those who could pay for a uniform stone walk and expensive buildings, but where the most work has been performed by the children.

This brings all the available forces in the neighborhood into play. I own a wheelbarrow, a stable brush, and a shovel which have done much to help the city authorities keep the city clean in our ward. Nobody thinks necessary work is degrading. If we can't get the city clean with the money supplied by the taxes, we have an idea that it is honorable in us to do some of the work ourselves. It has hurt no one's feelings, and I believe there is no boy in the school subdivision who thinks it beneath him to get out into the gutter and clean things up. Their sisters help, and some very neat little girls have sometimes turned the tide of judgment and got the band to play in their street when the boys have found the weather oppressive or feared the activity of some rival street might put them in the shade. Even the mothers have helped clean the streets. Not the mothers of the poor ignorant classes but women who live in their own homes and have pride as to their appearances. Such women have enjoyed the "lark" of helping their children get the good work done.

Chicago has grown so rapidly that it has not kept up a sufficient force of street and alley workers to keep it tidy. But where we helped these workers they did not let us do it all, but rather redoubled their energies to show their gratitude for the help given, and we have, at least during one season, had the cleanest streets and alleys in this part of the city.

Parents as Cooking Teachers.

We have had public instruction in cooking and

housekeeping. I believe domestic science can be taught far more effectively by our method than by the expensive method of the school laboratory or kitchen. By inviting some of the best housekeepers in the neighborhood to give us some simple talks as to how they do things in their homes we added to the natural interest the children have in such things and extended practical learning in a gratifying manner.

One matron told how to sweep a room, another how to care for the kitchen sink, another how to make a bed. One man who enjoys cooking sends his family to church Sunday morning and stays at home in the kitchen to have a good time. He told us, "How I got my last Sunday's dinner." It would make your mouth water to listen to him. One Friday evening some woman told how she makes bread, or cake, or some other single article. The following week saw the children experimenting in their homes, and on that Friday afternoon we had a bread or cake show, with special mention as the prize for the best exhibit by any pupil.

A daily paper published for us the recipes furnished by the mothers who could not make an address, as well as the recipes of those who did tell us how they worked. The next week the paper published the names of all the exhibitors, and some of the dailies sent sketch artists to make drawings of what was to be seen at the bread exhibit. With all this publicity the pupils were stimulated almost beyond what we desired. Cooks in the neighborhood sometimes complained that the children were making them trouble with their numerous requests for opportunity to work. But some of the best products came from the homes of pupils who probably will never be obliged to do any sort of manual labor in their lives.

More real instruction was given in the homes by reason of the printed suggestions and the directions which the public heard given at the meetings than could have been given in any other way. Many a home after that course of activity in cooking had its table much better furnished, for the children and the mothers found out what was the matter with many of



Industrial Training Class of the Summer Session in the State Normal School at Hyannis, Mass.
Dr. W. A. Baldwin, principal.



A Fourth Year Class in Industrial Work at Hyannis, Mass.

the eatables which had not been well done before. We know that more healthful food was served, for particular pains were taken to make plain many of the practices which are hurtful, but which cooks or mothers follow because they have never heard of a better way. Our new school will be equipped for cooking classes; but I doubt whether it can do more than we did in the old school with the cooking all done at home and the instruction given to 800 at once instead of to thirty girls.

These are some of the things we try to do. We do not do the same things two years in succession. We find it better to get enthusiastic over one thing at a time and work that while the iron is hot. As to the difficulties of maintaining a brass band, I ought to say that they are really fewer than those of the orchestras which so many schools maintain. It is a little harder to get the instruments for the first band of fourteen, but after it is once started other instruments are added by the children's buying for themselves until a big band is in training. It is as easy to teach fifty as fifteen. We have had about one hundred players in our organization at one time, and we usually have a band of thirty good players. At one time a number of teachers belonged, but they will not practice the horn at home and do not get a good embouchure. They do not learn to play with ease or to lip the horn accurately in tune, because of their irregular practice or failure to practice. Girls make good players, learning not so quickly as boys, but playing more smoothly when they once get into it. The reason for this is that the boy will practice in the house at home whether he drives his family wild or not; girls have more consideration for what others say and feel, and they will not usually practice except as they meet at each other's homes in clubs for that purpose. But if there are two rehearsals a week there need be no other practice. The exercise of blowing is equal to gymnasium work, and the principal may get this benefit for himself as he takes his recreation with his band once or twice a week after

school. It pays. Anything pays which binds the community together and gives the principal a chance to give of his own time to the good of many. It is worth more to a boy to play a solo or master after-beat than to work thru a whole term's course in arithmetic. It is worth more to any pupil to participate in the playing of something good, such as "The Pilgrim Chorus" from Tannhäuser, than many weeks' work in any study where he is pitted against his neighbor for "results" or where he works solely for his own advancement and there is no spirit of brotherhood in the labor.

What many participate in and enjoy, believing it to be good, is the most educative. Whatever is done with enthusiasm is better done than that which is repeated perfunctorily any number of times. The school where faces lighten up at the mention of its features is better than the other kind.



Food Facts.

What an M. D. Learned.

A prominent physician of Rome, Georgia, went through a food experience which he makes public:

"It was my own experience that first led me to advocate Grape-Nuts food and I also know from having prescribed it to convalescents and other weak patients that the food is a wonderful re-builder and restorer of nerve and brain tissue, as well as muscle. It improves the digestion and sick patients always gain just as I did in strength and weight very rapidly.

"I was in such a low state that I had to give up my work entirely and go to the mountains of this state, but two months there did not improve me; in fact I was not quite as well as when I left home. My food absolutely refused to sustain me and it became plain that I must change, then I began to use Grape-Nuts food and in two weeks I could walk a mile without the least fatigue and in five weeks returned to my home and practice, taking up hard work again. Since that time I have felt as well and strong as I ever did in my life.

"As a physician who seeks to help all sufferers I consider it a duty to make these facts public." Name given by Postum Co., Battle Creek, Mich.

Trial ten days on Grape-Nuts when the regular food does not seem to sustain the body will work miracles.

"There's a reason."

Look in each package for the famous little book, "The Road to Wellville."

New Social Phases in the Common School System of New York City.

By Dr. Henry S. Curtis, New York.

To one who has not been bred in a great city it is difficult to conceive conditions as they have existed in New York. Many phases of life have been so much a thing of course in a new country that few ever thought about them. The pioneer does not bother his head about playgrounds, for is not the world before the child who would play? He can go where he will and play what he will and have none to molest or order him off. Having been reared themselves under such conditions, it is not strange that our forefathers failed to make any provision for play in the cities they founded. Play seemed to them like air and sunshine, free and natural. Why should they take thought about it?

The Street Playground.

As the village grew into the city, and the city into the metropolis, the dooryards and vacant lots



Playing Games on Recreation Pier at W. 50th st., Hudson River.

were demanded for practical purposes. The open country became more and more distant with each advancing year until there was no place out of doors for the children but the streets.

The streets, too, had become metropolitan as well as the blocks. Buildings rose on either hand for five or six stories, making the streets seem like alleys. The throng of passing carts and cars were a rushing river of life whose current it was dangerous to stem or dam. The thousands of passing horses made the street a barnyard, a slough of filth on a wet day, and the breeding place of innumerable germs at all times. When the day was dry, this filth filled the air with noxious dust. The streets were often paved with cobble stones over which it was almost impossible to run.

When the summer vacation came this living river with its rushing currents of humanity became the only home of the children. The number of accidents to children quadrupled the week that school closed. The police had no peace from morning till night. Street car men and the drivers of every sort of a vehicle were on the verge of nervous prostration all thru the summer. This was the condition of New York and of most of the great cities of this country ten years ago. In the lower east side of this city with its population of half a million there was not a single playground.

Improvement of the Streets.

It was not to be expected that these conditions would last forever.

The first improvement that I should mention is the improvement of the street itself. The old street was utterly unfit for a playground. In heat, it was like

an oven in summer; it was only cleaned enough to make it passable for wagons, and no thought was taken of its playground function. When paved with cobble stones it made about as bad a surface to play on as could be conceived. One could not even run without danger of a sprained ankle. The street has been reformed in many ways. Many of the push carts have been ordered out, thus giving the children more room, and the streets have generally been paved with asphalt. This makes a fair surface to run over; it can be used for roller skating and bicycling, and best of all it can be cleaned. Perhaps the greatest improvement that has been made in the streets has been in the way of cleaning them. The streets where the children play in this city are now regularly washed down with the hose every day. There are two more improvements which are imperatively needed in order to make them passable playgrounds; for, whether we like it or not, the streets will remain the playground of the children for a considerable portion of the time. The first of these improvements is the planting of trees along slum streets, for very many reasons, but especially for the shade; the second is to order the horse off the streets. The horse is the source of practically all the dirt and takes up half the room. Anybody is counted competent to drive him. Both on the side of hygiene and personal safety, he is a great nuisance to the children. The self-propelled vehicle is already as cheap, and has many advantages over the horse.

The School Yards.

The chief reaction against the conditions I have spoken of, however, has come in the form of a movement for school yards and vacation playgrounds. The older schools of New York, which often hold from 2,500 to 3,500 children, are almost entirely without playgrounds. There is, perhaps, a yard, twenty-five or even forty feet square, and the basement or street floor of the building. The children would have to stand on each others' heads three or four deep to get into the yard at all. The basement is dingy at best and often really dark. About ten years ago a law was passed that all the new schools should have playgrounds, and where one could not be secured in the vicinity, one should be made on the roof. As a result of this law, all the new schools in crowded sec-



A Kindergarten Tent.

tions have roof playgrounds. These are not as great a success as might have been anticipated, because they are not covered, and are too hot in summer, too cold in winter, and are unusable on rainy days. Still they furnish some relief in school time, and are made good use of in vacations.

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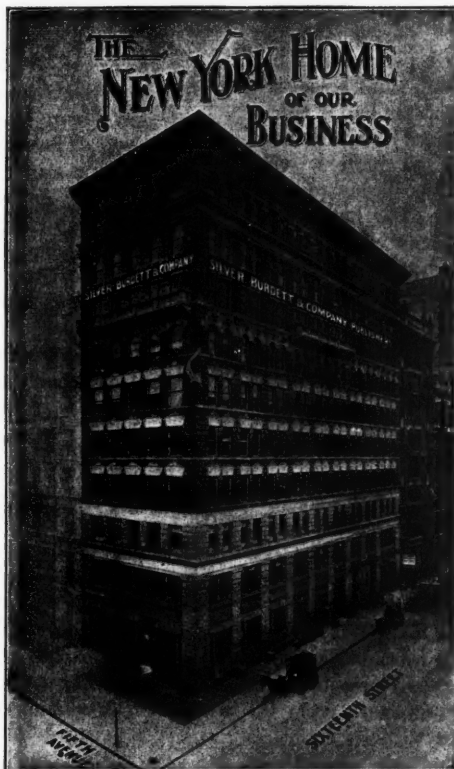
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The Vacation Playgrounds.

Perhaps the greatest relief that has come to the children has been the vacation schools and playgrounds. The Outdoor Recreation League is the pioneer in this work in New York. In 1898 the work was taken up by the board of education, and Superintendent Stewart was put in charge. The work developed rapidly and took on a number of phases which it had not assumed in other cities. Since then the work has continued to develop from year to year. Six different kinds of playgrounds (if you choose to call them such) have been carried on.

The School Playgrounds.

The school buildings and yards of many of the schools in the most crowded sections have been opened to the children for two months of the summer. The activities in these playgrounds have been varied. There have been from four to twelve teachers in each ground receiving from \$1.50 to \$4.00 for a half-day's services. They have been classed as kindergartners, gymnasts, athletes, and librarians. Each has had to have a special license for her work. New York employed over 2,000 teachers in the vacation schools and playgrounds last year. Each playground has a kindergarten or kindergartens with sand bins, etc., for the small children. Each school has had a fairly well equipped gymnasium. There has, as a rule, been some one to organize the games for the children. One room, usually a regular class room, has been equipped as a library and quiet game room. The books have been furnished by the Free Circulating Library. Games such as dominoes, authors, checkers, etc., have been furnished by the board of education.

Out-door Gymnasias.

The number of outdoor gymnasias maintained by the board has fluctuated from year to year, but there have been usually about five. Often in connection with these, a tent kindergarten has been provided.

Recreation Piers.

One of the most delightful phases of the summer work to observe is the work on the recreation piers. These piers are on the upper story of regular piers. They project out into the rivers surrounding Manhattan Island. There are six of them in all. They vary from four to five hundred feet in length. They are painted in bright colors with variegated roofs, and are decorated with many flags. These piers are always cooled by the breezes that sweep in from the ocean. The spectacle of the river with its countless craft of every sort is always fascinating. Band concerts are given every evening and on Saturday afternoons, often to thousands. The outer ends of these piers are used for afternoon kindergartens by the board. Anyone who has wandered thru the dirty hot streets of a slum on a summer afternoon and then issued upon one of these piers must have felt the contrast, and rejoiced for the children's sake.

Swimming Baths.

At different times there have been ten swimming baths under control of the board of education and some fifty teachers of swimming employed. About 4,000 children were taught to swim each year for several years. For the past two years this has been under the dock department.

Roof Gardens.

The most satisfactory use that has been found for the new roof playgrounds has been opening them in the evening for recreation purposes. Ten of these

were opened last summer. They are generally above the level of the surrounding buildings. When the streets are stifling, there will be a cool breeze on the roof. They are open to children under fourteen, and to parents. There is a band of six or seven pieces, and the children dance around the band while the music plays. The parents form an outer frame for the picture of dancing children. The roof that I visited most often held 2,500 people, and the doors had to be closed every night to prevent overcrowding.

Evening Play Centers.

All of the other activities which I have mentioned are carried on only during the summer, but the evening playcenter is carried on during the same time as the regular school. Until last year it was maintained for about 300 nights in the year, but last year it was not open during the summer. The unique feature of this work is the development of clubs. In connection with the playcenter, there is a gymnasium, a library, a quiet game room, and usually from ten to thirty clubs. These clubs are partially gymnastic, partially social, and partially literary. There were twenty-five such centers open last winter.

Vacation Schools.

The vacation schools are held in the regular class rooms and during the forenoon of some six weeks of the summer. There were fifty-six of these schools last summer and more than 1400 teachers were employed.

The work is entirely manual. There are basket weaving, chair caning, carpentry, and iron work for boys, and cooking, sewing, housekeeping, dressmaking, millinery, etc., for the girls. Over 159,000 articles were made by the children last summer according to the report of the superintendent in charge. The sum of \$381,000.00 has been appropriated for the vacation schools and playgrounds during the coming summer.

Long Acre League.

The best working out of the idea of a city school as a neighborhood center with which I am acquainted is in the Long Acre League on 44th street, New York. It is the organization of a neighborhood for common ends around a public school. This has been the work of Mrs. Herbert Parsons, the founder of the Children's Farm in DeWitt Clinton park in this city. There is a good degree of enthusiasm among the members of the league. It has secured an organization of the alumni of the school and is working to secure a playground for the children.

Speyer School.

The boldest venture into the social field in New York is the Speyer School, the practice school of Teachers College. This school is both a school and a settlement. The basement — well-lighted — is taken up with a well appointed gymnasium containing a number of shower baths. The first floor has a fairly good library which is open to the public, and a large kindergarten room. The second and third floors are devoted to class rooms. The fourth and fifth floors to sewing, cooking, carpentry, and club rooms for afternoon and evening work with the children and adults of the neighborhood. The top floor has rooms for seven residents, and the roof, having a fine view of the river, is fitted as a garden. Professor McMurry hopes to correlate the settlement work closely with the teaching in the school.

Municipal Playgrounds.

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our crowded areas in New York has been the establishing of municipal playgrounds. Ten of these grounds were started last year. They are either small parks used wholly as playgrounds or they constitute a part of a larger park, which is used for this purpose. They consist of a well-equipped outdoor gymnasium, a running track, a sand bin and kindergarden tent, numerous swings for the babies and small children, May poles, etc.

Seward park is nearly all playground. It consists of a little less than three acres of ground and cost \$2,500,000.00. After school is out, there are seldom less than a thousand children on the ground and there are often six or seven thousand. The park has a bath house with about a hundred shower baths and nearly 2000 lockers for gymnasium suits. The loggia in front is intended as a rostrum for speeches of a popular nature. The speaker need never lack for an audience. Mr. Stover says of this playground that it is to be the Forum of the East Side, and, indeed, it seems already to have become the chief meeting ground of the people of the section. Every road and path in the park is crowded on holidays and evenings with people who find this a common meeting ground for all sorts of talk and discussion.

The Public School Athletic League.

This is the latest mushroom on the playfield. Within a month after its organization it had a membership of over one hundred thousand boys. It is an organization for the purpose of promoting athletic sports among school children. Since its organization here last October, it has spread to Chicago, San Francisco, and Los Angeles. The organization has behind it such men as Dr. Luther Gulick, director of physical training for New York; Dr. William H. Maxwell, superintendent of schools; General Wingate, the president, and Mr. Guggenheimer. With such a governing body, it could not well but succeed and certainly thus far its progress has been almost phenomenal. At the contests that were held on the 26th of December at Madison Square Garden, there were over 1600 contestants; magnificent silver cups were offered as trophies by William Randolph Hearst, who has also been the chief agent in the organization of the leagues in the other cities mentioned. Eighteen of the twenty-three superintendents' districts of the city are holding field day sports this spring to decide championships. The winning teams are to be sent to St. Louis at Mr. Hearst's expense. The plans of the association for the future if realized will offer more relief to present conditions than anything that has thus far been done. It is hoped that Blackwells Island can be secured as an athletic field, and all of its institutions moved to Rikers or one of the other northern islands. It is also hoped that one of the railroads will provide a good-sized athletic field in the environs of the city, and run special trains for the accommodations of players. If these plans are realized, Dr. Gulick hopes to have a sports day for each of the twenty-three districts and have this a legal holiday so that all the children may come. Many of the English cities already have such a sports day with all sorts of competitions for both boys and girls. While conditions are still very far from being ideal, or even decent in places, when we look back to the slough in which we were mired some ten years ago it looks as tho we had made commendable progress, and that we had a right to be hopeful for the future: The individual schemes for betterment may fail, general progress seems certain.

Social Endeavor in a N. Y. Village.

By SUPT. A. W. ABRAMS, Iliou, N. Y.

Something has been done in Iliou which seems to be in the line of what is termed the principle of the school as a social center. This has been done not primarily by granting the use of the school buildings and grounds to outside organizations, but rather by bringing the people of the community into closer relation to the regular work of the schools, by extending to them opportunities to attend addresses, stereopticon lectures, and other exercises given for the benefit of teachers and pupils, and also thru the teachers and alumni of the school organizing and supporting means for the extension of the opportunities for social improvement.

The board of education and the people, united in their appreciation and support of the schools, have been rather conservative in the matter of opening the school buildings to persons banded together for specific purposes not directly pertaining to the school, but such organizations and the public at large come frequently to the buildings to attend exercises given under the auspices of the school. Many hundreds avail themselves of these opportunities during the year. The exercises consist of recitals of high school students, lectures and papers on principles of education, geography, literature and art, often illustrated by the stereopticon. The Arbor day exercises held a year or two ago consisted of short talks by local and out of town speakers on village improvement. The presence of a considerable number of thoughtful people is always secured on these occasions, and good results follow. Some parents' meetings have been held by the kindergarten teachers. The number of adult visitors who come during the year to see the regular work of the school or to consult with teachers about their children amounts to about one-fifth of the entire population.

Not only do citizens come to the school to listen and observe, but they are frequently invited to address a portion of the school. These short, practical addresses not only are received with favor by the pupils, but they have been the means of increasing the public sense of appreciation of the importance of the school.

Each school has a playground of ample size. While these grounds are intended for the pupils of the schools alone, in a village like Iliou they are available for nearly all children. Their use is not confined strictly to school hours. One plot of ground has recently been purchased expressly for a playground.

The school has done something for the village in an æsthetic way. The improvement of its grounds by the building of lawns and the planting of trees, vines, and shrubbery, has met with marked approval, and I believe has had a wholesome effect on the taste of the community. All the rooms of the schools have been abundantly provided with pictures and casts, and most of the walls have been properly tinted. The works of art were for the most part secured in a manner to enlist the coöperation of the whole community, and hence have been doubly effective of good results.

If the relations of the school to the community are to be judged by what its students do for its welfare after graduation, as I believe should be the case, then our splendid library building, with its books and equipment, stands as an evidence of the influence of the school. To the alumni association of the high school, whose members are among the most zealous supporters of every movement for the improvement of the village, belongs the credit of securing our free public library.

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Each pupil is given a booklet, with, on the first page, a blank space for his name and the name of the school. Then follow "a few first words," addressed to the young readers. They read thus:

BOYS AND GIRLS:

The books listed on the following pages are for you. The teachers and myself have spent a good deal of time and much thought in making the selections. We have been thinking of you all the time we have been at work. We have tried to find books that we thought you would like, and that would do you good to read. We hope you will like them and get as much enjoyment from reading them as we have from making the selections. You will find in the lists some of the best books that have been made for young people in all the ages since man began to write his thoughts.

A good many of the books were not written for young people, but I think you will like them better because they were not written for children, but for "grown-ups." When I was a boy I used to like to read some books that were written for older people; and I think you will, too.

I want you to realize that the way you spend your time out of school is fully as important as the way you use it in school. There is no way you can so profitably use a large part of it as in reading good books. If you are ever to gain a taste for reading, you must do it now. This is your time. I want you to remember too, that what you read and how you read is more important than the mere reading.

I want you to read the best books, and that is one reason why we have given you this list of books. Some of them are full of fun; some are good stories, about boys and girls, men and women who did something; some of them tell about people who became great because they were true and honest and overcame obstacles; some of them tell about birds and animals and God's great out-of-door world; and some—but there, read the titles and that will give you an idea of what they are about; then go to the library and look inside the covers, and take home those you think you would like, and get acquainted with them.

And I want to say another word just here. Didn't you ever come to know boys and girls whom you were not just sure whether or not you were going to like, when you first saw them, but after you knew more of them and got better acquainted you became good friends, and had jolly good times together? It is just that way with some books. You like them so much better as you get better acquainted with them.

And then I can remember the time when I first tasted olives and tomatoes, and I said, "What stuff! How can anybody ever like them!" But I saw other people eating them who said, "They are fine! We enjoy them so much!" And I kept on trying to like them, till by-and-by I did like them. I had "acquired the taste." You will find it is that way with some of the best books. You have to "acquire a taste," but when you have gained it, you wouldn't give up the

enjoyment for a great deal. So read some books that you don't like at first. You will grow to like them if you keep at it. Now just one word more on how to read. Of course you want to read so as to get the most enjoyment and the most good out of a book, and you should also read in such a way as to fix a habit of reading that will be of the greatest use to you in all your future life. You can't do this if you hurry thru a book as fast as you can "skim the page." The plan for filling out the "Book Review," which I have arranged for you, will help to fix the habit of right reading.

Have one of the blanks with you whenever you begin a new book. Fill in the first two or three lines before you begin the body of the book. Then read the "Preface," "Table of Contents," and look thru the "Introduction." This will give you a pretty good idea of what the book is about.

Then as you go thru the book think of what you are reading, so you can fill out the rest of the blank. Try to fill it out in such a way that some other boy or girl will get a good idea of the book and want to read it too—if you like it.

Don't try to finish the book in a hurry; try to enjoy it as long as you can. Stop, once in a while, and think about what you have read. If it is a story, imagine how it is coming out, before you finish it. Make up your mind about the different characters and their conduct.

Try to decide what motives controlled their actions. Decide what it is that makes you like some and dislike others; what there is in their words or acts which marks them as noble and honorable, or dishonorable. Determine what you would have done had you been in their places. This is thoughtful reading. In this way you will be forming a habit of reading that will be of the greatest value to you. It will bring you the richest returns for the time you spend in reading, both in the present enjoyment, and in future profit.

A final word. Determine two things. First,—that you will read some every day. Second,—that you will not allow yourself to become so absorbed in your reading that you will neglect your other duties of home or school. Don't allow the pleasure of an enjoyable book to rob your other studies of the time that belongs to their preparation; nor to rob your mother or father of the time that you owe them in helping in the family work; nor to rob out-of-doors of the time which you should spend there every day in play and exercise.

"Each thing in its place is best." In every day there is time for study, for reading, for work, for play, for exercise, and for sleep. "Rightly dividing the time" will give to each its due. Don't waste any of your time in idleness. Make some of these books your companions, for the spare minutes of every day.

I hope you will like some of these books well enough to buy them and have them as a library of your own. Save a few cents at a time till you have enough, then invest it in the book you like best. It will be an investment from which you will receive large dividends. The addition of a few books each year, will in time give you a library from which you will derive much enjoyment.

Your teachers will make on the following pages a record of the books you read, and will sign the certificates on the last page.

When completed, it will give you a record of your reading during the last three years of the grammar school course, which I hope you may highly prize; a

Cut this out for reference when preparing your order list

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LATIN	GrammarWest First Book.....Moore Caesar.....Westcott Cicero.....Forbes Virgil.....Carter NeposChase CatilineGudeman Ovid.....Laing	LATIN
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1. GENERAL BOOK REVIEW

Title of book.....
Author.....
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Time occupied in the reading.....
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What have you learned, or what new thoughts have you obtained from the reading?.....

What in the whole book did you like best?.....
Indicate several good descriptions.....
Do you like the book well enough to read it again?
Other good books you have read by the same author.

Pupil's name.....; *Age*.....
School.....
Grade.....

2. SPECIAL FICTION REVIEW

Title of book.....
Author.....
Began reading.....; *ended*.....
Time occupied in the reading.....
Special Purpose, if any, which the author had in view in writing the story.....
In what period is the story laid?.....
What, if any, is the historic setting?.....
Give a brief outline or plan of the story.....
Is the main interest in the story found in the events or in the characters?.....
Name the principal characters.....
 (a) *Which of them do you like best, and why?*
 (b) *Which do you dislike, and why?*.....
What obstacles are introduced into the story to heighten our interest in the outcome?.....
What, in the whole story, makes the strongest impression on you?.....
Where is the climax of the story, or point of highest interest reached?.....
Do you like the book well enough to read it again?
Other good books you have read by the same author.
Pupil's name.....; *Age*.....
School.....
Grade.....

Judge Lindsey and the Denver Juvenile Court.

Children who have had the misfortune to be born amid unfavorable surroundings or who are afflicted with a tendency toward evil, have no better friend than Judge Ben B. Lindsey, of Denver, or "Little Ben," as he is affectionately called by the youth of Denver, writes a correspondent of the Brooklyn *Eagle*. Little Ben, who has just been appointed to a national committee, which includes in its membership ex-President Cleveland and Cardinal Gibbons, to prevent the sacrifice of child life thru lax labor laws, is one of the most remarkable men of the West.

"You cannot abolish the gang, but you can wisely direct it" is the principle on which he pins his faith. The result is that the boys of Colorado are pretty well organized and under the jurisdiction of "Little Ben." There is no maudlin sympathy connected with this man's intelligent effort to prevent children from becoming criminals. His success has been so widely advertised thru the results achieved that he has been invited by half the states of the Union to lay before their charity societies and legislative committees the gist and workings of the Colorado juvenile law. A few of the other states have similar laws, but the Colorado law excels all others in that it holds the parents and other persons who contribute in any manner toward the delinquency of the child, responsible.

Juvenile court in Denver is held every other Saturday and attracts many visitors, men and women from all classes of life curious to see and hear Judge Lindsey in his dealings with the boys. The court room is large and light and is divided into two parts with a fence and gate. Back of the little fence the visitors sit and in front of it are the seats for the delinquents.

In front of the boys is a formidable desk on a platform with impressive mountings in the shape of huge oak standards with incandescent lamps in brass and glass globes. Watching over the boys in the absence of the judge is a big bailiff with much the expression of a hangman of fiction. The boys keep this massive bailiff "guessing," as they express it. He has a clearly defined idea of discipline and nothing in the world rejoices the heart of the small boy more than to get ahead of him. The boys have all been in the basement where they were bathed and dressed as neatly as the clothing their parents furnished them would allow, the hair is still wet and sleek, the cheeks rosy from scrubbing and finger nails almost clean. This is the first step in Judge Lindsey's effort to establish self-respect.

It is 9 o'clock in the morning and the crowd of boys is full of half-suppressed energy. There is a scuffling of feet and changing of seats, rib punching and throwing of paper wads. The bailiff thunders forth orders with the assistance of a gavel which he brings down now and then with emphasis.

At the left of the rostrum is a row of seats reserved for the delinquents from the detention school, those who have been sent there to await trial or who have been assigned to the home for punishment. These boys are crying or sulky or else utterly indifferent to their surroundings. They are not "jollying," as the probationers in front of the little fence are, and they are not allowed to talk with the probationers, who are there merely to give reports of behavior from teacher, guardian, and probation officer, for the time which has elapsed since the meeting two weeks before.

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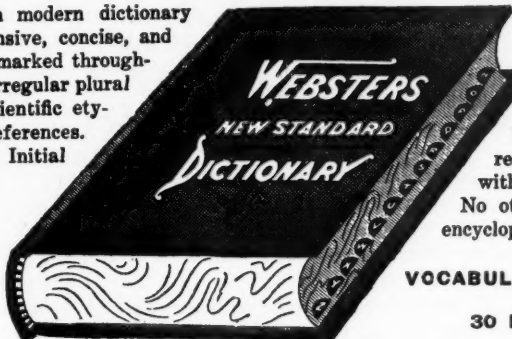
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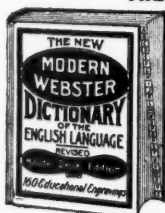
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At the right of the judicial seat is a door leading to the chambers. The probationers know that door and keep a watchful eye on it between pranks intended to annoy the stern bailiff. This important personage is announcing in stentorian tones and with uplifted gavel some dire threat when the door at the right opens and a little man softly enters. He does not seem to stir the air about him, he is so quiet. A little boy with coarse red hair and keen eye calls "Jigger" and the boys quiet down. The bailiff sits down grumbling and the visitors behind the fence stretch their necks to get a glimpse of the much discussed Judge Lindsey.

He has heard the "Jigger" and he smiles. He knows all these young probationers so well and is so thoroly acquainted with the slang of the streets that his smile is one of sympathy. He understands the bailiff, too. The judge is a little man strong as to feature and possessing a quiet dignity which does not frighten the children before him. He is a big brother to these youths of the slums, coaxing them away from evil and persuading them to make good citizens of themselves.

There are several boys with him whose faces show marks of recent tears and whose demeanor is marked by that crestfallen bashfulness which tells the story of a confession and a reproof behind that closed door. There is a little business to be attended to concerning the tow-headed youngster who holds fast to the judge's hand, and to keep order during this wait the judge passes around some comic papers.

At last the time for court to open has arrived and the judge takes his seat, not up on the rostrum behind the impressive desk, with its brass and glass and heavy oak pillars, but down on the floor behind a small desk on which he often seats the smaller culprits when talking over their troubles with them.

"All the 'A's,' 'B's' and 'C's' come here," he says to the probationers, and there is a scramble to get there first. They are arranged in front of the desk, at the side and even on it.

"Where's John Anfenger?" he asks, but before the answer can be made he sees John and pulls him around to his side.

"Hello, John, have you learned to ride that bicycle yet?" inquires the judge, with his hand on John's shoulder and an affectionate look on his face. While he listens for the answer he is taking the boy's report out of his hand. "Not absent or tardy once for two weeks, good at home and — well, bully for you, John; you are a bully boy. I guess we needn't see you here any more. I guess you won't get into any more trouble, will you? Say, John, come and see me some time, will you? I want to know you outside of the court room," and the lad goes away beaming.

The next report is not as good and Willie Anderson is talked to in a tone hardly audible to any one save him and he goes away with his head down.

James Burdick is praised to the skies for his behavior and lets fall in a timid manner that it is his birthday. The judge gives him a present of half a dollar and all the other boys "rubber." The next boy has a bad report and he receives a very stern reproof in a loud voice and goes out hanging his head in genuine shame. The judge seems to understand each boy and to deal with him according to his nature. Best of all he comes in immediate personal contact with each and every culprit and knows his family influence and home surroundings.

And popularity! Why, he is worshipped by the

"kids" of the street. Before his recent renomination for county judge a crowd of boys constituting what had until lately been called the toughest gang in the city but which is now a decent boys' club, paraded, shouting, "Who, which, when; wish we was men, so we could vote for 'Little Ben.'" It might be mentioned in connection with this nomination that every political party in the city has united in nominating Judge Lindsey, regardless of partisanship.

The original law under which the juvenile court of Denver was formed was brief and provided that any child under sixteen years of age, incorrigible or guilty of immoral conduct, could be proceeded against in the county court as a juvenile disorderly person. Systematic effort to try all children's cases in this court was not made until 1901, when a probation system was established. Since that time, mainly thru the efforts of Judge Lindsey, a jail in Denver for children under sixteen has been entirely abolished.

"To reform a child by starting with putting it in jail," says the judge, "is like trying to cure it of illness by putting it first upon the city garbage dump." And he adds emphatically that a city jail for children is a toboggan slide to hell.

His idea is to use the juvenile court as a means of correction at home — to prevent crime before crime is actually committed. He deals with a child in a manner which would not be tolerated in an adult. The child thief is brought before him, tried and given sentence to the State Industrial School, reformatory, detention home, or is put on probation. He seldom sends the culprit to the first two places named, and it is not very often necessary to detain him in the detention school, where he gets the regular education of the grammar school. The hideous contamination of the jail is eliminated.

A law made last year in Colorado is of inestimable value. This law declares that parents, guardians or other persons by any act or in any manner causing, encouraging or contributing to the delinquency of any child shall be punished by a fine not to exceed \$1,000, or imprisonment not to exceed one year. Thus protection for the child is demanded.

There is a good understanding between the schools and the court also, so that reports from teachers are readily understood. The truancy and probation officers visit the neighborhood of the probationer often and gain knowledge of the delinquent's behavior. Thus the boy's habits, home life and school surroundings and playmates are all known at the court, and a marvelous relationship is brought about between the delinquent and the judge. In several instances street boys, discharged from the court once, have so had their consciences awakened that after another offense they have become voluntary probationers and have even gone, after thus imposing their own sentences, to the Industrial School unattended.

A conversation overheard in an alley gives an idea of the attitude of the street boy toward the judge of the juvenile court. "Now, look-a-here, Johnnie, if you knows what's good fer you, you'll stand by the jedge. He's square, he is, wid de kids, and the kids is got to be square wid him, and de fust kid dat goes back on him gits smashed, see?" This sentiment seems to be the result of long, confidential, companionable talks with the judge, usually around one well-known table in the "Chambers." Each boy seems to think, after one of these talks, that the success of the judge and his whole court depends upon his own behavior.

BOOKS AND AUTHORS

NEW members continue to flock to the "St. Nicholas League," that department of *St. Nicholas Magazine* wherein prizes are given for the best stories, poems, drawings, and photographs. The League has done much to inspire American children to do good work and it is evident that many of the future writers and artists will be drawn from its ranks. Older people as well as children are readers of this famous magazine. Not long ago the publishers received a letter from a lady who wrote that she had been a subscriber to two copies since the magazine was begun, thirty years ago, and she added "I find nothing better for restful reading at the age of eighty-six!"

Dr. MITCHELL'S "Youth of Washington," the serial which is now appearing in *The Century*, is a much discussed piece of literature. It is both history and fiction, but the language is so largely Washington's that it is almost pure history. It is safe to say that the story of Washington's youth has never before been told in such an interesting way, and the impression of a genuine autobiography is completely preserved.

THERE seems to be no end to the sale of a good book for girls and boys when it once becomes standard and gets on the list of books recommended for school libraries and for other special purposes. The Century Co. report that Kipling's *Jungle Books*, which they publish, have been reprinted thirty-two times, and that the sale continues at about five thousand copies a year. "Lady Jane," Mrs. C. V. Jamison's popular book for girls, published thirteen years ago, has just been printed for the fourteenth time, and Mrs. Dodge's "Donald and Dorothy," which was first issued by another house and was not obtained by The Century Co. until 1893, has been reprinted thirteen times during these eleven years. Of President Roosevelt's "Hero Tales from American History," thirteen large editions have been printed in all and six thousand copies were sold during the past year.

THE summer numbers of *The Century Magazine* are to have in them not only an unusual number of clever short stories including a series of very amusing tales by the author of "In the Bishop's Carriage," but a number of extremely valuable contributions including "Russia in War Time," the recollections of the Hon. Andrew D. White, recording his experiences in St. Petersburg during the Crimean War. Mr. John Burroughs will furnish an article for one of the summer numbers of *The Century* on "What the Animals Know," in which he will take exception to the statements of some of his fellow nature-writers. Teachers should not miss *The Century*.

LEADING summer novels include "Tillie: A Mennonite Maid," Mrs. Martin's delightful story of the Pennsylvania Dutch; "Order No. 11," Mrs. Caroline Abbot Stanley's strong novel of the Civil War; "A Daughter of Dale," a college novel by Emerson Gifford Taylor, instructor in rhetoric at Yale university; and Mrs. Maud Wilder Goodwin's "Four Roads to Paradise," the latter having appeared serially in *The Century* where it attracted wide attention both on account of its strength as a story and its very epigrammatic and clever quality. Any or all of these books it is safe to pack into one's grip before starting for the woods or the seaside. If you have not yet read "When Patty Went to College" include that too.

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Ben B. Lindsey was born in Tennessee in 1859 and went to Colorado in 1880. He delivered newspapers in the morning, clerked in a law office during the day and did janitor work at night. He studied hard in the law office and in 1901 was elected county judge. He became known thru his activity in several cases of great interest to the state, but it was the juvenile court laws that made him famous and that he is making famous all over the country.

Thanks are extended to the advertisers in this the Annual Souvenir edition of THE SCHOOL JOURNAL, without whose co-operation the beautiful number would not have been possible. Comprehending and appreciating the efforts of this periodical to magnify education and the office of the teacher, they have taken space liberally. For mutual benefit mention when writing them that you saw their announcements in this periodical.

Now is a good time to begin taking Hood's Sarsaparilla, the medicine that cleanses the blood and clears the complexion.

Social Work at Grand Rapids.

An initial experiment was made during the current school year to enlarge the use of school property by opening four buildings as social centers. For each a course of lectures and entertainments was provided, extending from Nov. 2 to March 26 — in all seventeen evenings (one a week) as follows: One was designated as parents' meetings and included an exhibit of school work, two were devoted to music, three to science, four to American history, two to municipal art, three to literature, and two to travel — most of them illustrated with the stereopticon.

The total attendance was 9,095, an average of 134 per lecture. The total expenditure was \$500. The meetings were in charge of the principal, assisted by the teachers of the school. The following is taken from the prospectus issued:

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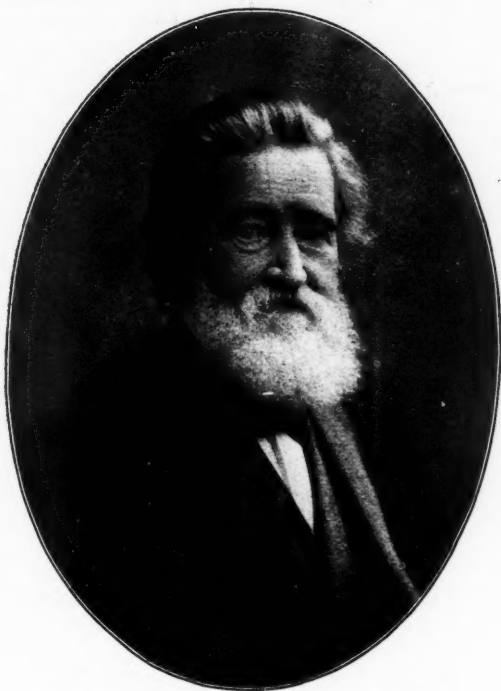
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New Text-Books for Instruction in Art.

DURING a quarter of the past century the Prang Educational Company, New York, Boston, and Chicago, has concerned itself with promoting and advancing Instruction in Art in the public schools. Founded in 1874 it undertook to carry to completion those serious efforts to teach drawing that had been made in Massachusetts for a number of years. But it meant to build something still broader on the foundations already made—to promote and diffuse a genuine knowledge of art. To this purpose it has devoted its energies with no abatement.

awakened public. As is well known a widespread effect was produced.

The company was augmented in 1892 by the admission of Mr. W. E. Cochrane, of New York, and Mr. W. S. Mack, of Chicago, both of whom had for several years been identified with its ideas and its management. The public has shown its confidence in the proposed aims and the efforts made by the company by surrendering to it the entire field of publishing and diffusing art instruction among the schools. The company aimed to co-operate in the great educational movement in progress in the country—the effort to



Louis Prang, President of The Prang Educational Co.

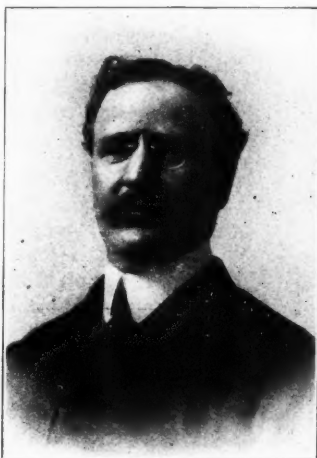


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The Prang Educational Company set at work to plan out normal art instruction for teachers, to hold educational conferences on the subject in various parts of the country, to publish materials for art instruction in the public schools, and Mr. Clark, by addresses and articles, sought to arouse the attention of the already

attain higher ideals and nobler results—and has sought for methods based on sound pedagogical and psychology principles. In developing this it has been a large contributor to the educational ideas of the period.



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A New Departure.

THE books of this new series state the principles of art in a simple and comprehensible form, and their originality, attractiveness, and adaptation, mark a new era in Art Instruction.

Each is planned to be a text-book in art (as the arithmetic is a text-book in number) to be in the hands of each pupil; by the use of which he will discover the principles which form the foundations on which any work of art is built. This general aim is kept in view thru the entire series.

They Teach Observation.

The lessons present exercises in landscape, trees, flowers, fruits, animals, still life, decorative design, etc. The text points out in clear and understandable language the art features in the illustrations. This text is a marvel of well-chosen terms that cannot fail to interest the pupil in examining the pictures.

Progressive Studies in Art.

The illustrations are truly instructive; the pupil learns to look at pictures with a sense of power; gradually the principles in the mind of the artist are unfolded to him. The text keeps the pupil employed in studying the illustrations, and the illustrations cause him to turn to the description. The language explains the pictures; the language needs the pictures to make that clear.

Principles are Taught.

There are certain principles which govern in art and which in some way must be learned. To learn the principles that govern in literature the pupil is set to express his thoughts; this very plan is employed in this series of books. In the first book the pupil is encouraged to express his thoughts by means of brush, crayon, or pencil in his child-like way; and to continue to do this through the entire series.

Then by means of suitable pictures he is shown how the skilful artist expresses the same thought; thus the illustration furnishes him with a standard by which he is able to measure his own work. The child has an innate idea of something beautiful; he needs

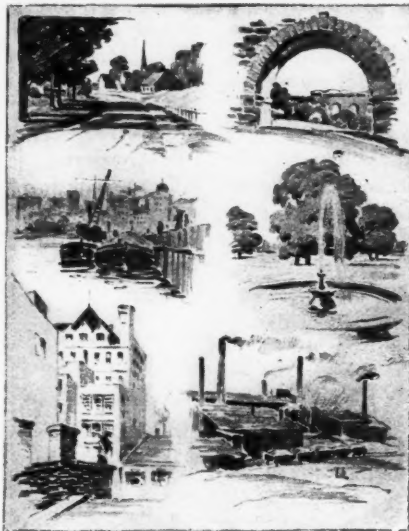
to be taught how to present that in a beautiful form. His first efforts will be crude, but by observing how the skilful artist employs forms and colors he finds there are principles and gradually learns to apply them.

Need of Art Education.

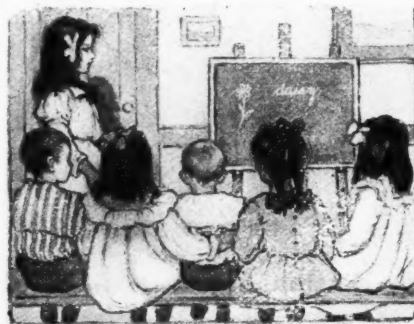
About twenty-five years ago it was apparent that besides teaching a child to read he needed to be taught to value what was read; hence literature has come to be studied in all our best schools, for it is of immense importance that good literature be selected. A great change has taken place respecting Art since the effect of the public schools has been brought to bear on the intelligence of the country. There is a widespread Art influence at work, there is an increasing field for Art workers; and there is need of Art knowledge in the home to select appropriate and beautiful articles on which artists have bestowed time and skill.

Need of Art Workers.

It is plain there is an expectation that America may be able to produce articles embodying and expressing Art instead of importing them. This is apparent in the profuse illustrations in the magazines and newspapers, in the demand for hand-made furni-



Familiar Scenes in Cities and Towns.—Book IV.



Dramatic Action to precede children's illustration of "Playing School."—Book III.

ture, in the more beautiful designs on wall papers, carpets, rugs, and dress fabrics. The demand for men and women of cultivated taste and skilful hands outruns the supply. The ones to whom the enlarging work in Art must be confided are in the public schools to-day. Shall they be fitted to do it?

The Teacher Needs Help.

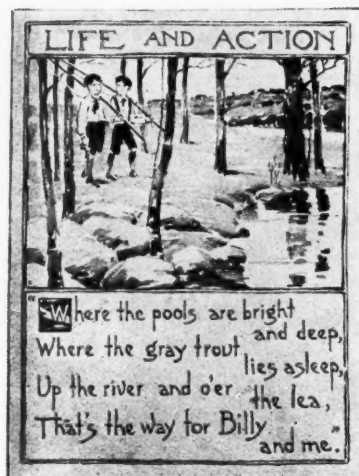
The demand for Art instruction has taxed the ingenuity of the teacher. A series of books is imperatively needed to make available the experience and knowledge which has been gathered; which shall give the pupil standards and examples appropriate for his age and mental development; and especially which shall unfold the principles so that time will not be spent uselessly and aimlessly. To gather the material presented in these books is beyond the capacity of the teacher; to accomplish it has required the ablest Art teachers and the widest co-operation.

The Makers of the Books.

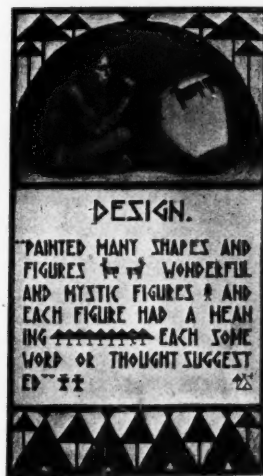
The publishers put the preparation of this most



Partial View of Office of Vice-President



Decorative Page introducing chapter on Life and Action.—Book IV.



Decorative Page introducing chapter on Design.—Book V.



Decorative Page introducing chapter on Design.—Book IV.

important series of books in the charge of Mr. Hugo Froelich (for many years identified with the art work of Pratt Institute), and Miss Bonnie E. Snow (the supervisor of drawing in Minneapolis); but they have obtained the thought suggestion and experience of many eminent educators and art workers who are in close contact with the work done in the schools.

The Three Great Lines.

This is a series of text-books and not books to draw in. There are three great divisions in the work proposed: (1) Observational, (2) Technical, (3) Creative. The first considers the general aspects of nature, flowers, fruits, trees, animals, birds, figure and still-life.

The second, atmospheric and linear perspective, geometry and pure design. The third presents a design as constructive, decorative, and pictorial.

The whole series is planned with reference to the mental and artistic growth of the pupil; the Observational part is made definite by the influence of the Technical and the requirements of the Creative. Then, too, the Technical grows up out of the Observational and is limited by the demands of the Creative. The Creative is dependent on the Observational for its materials, and by means of the Technical puts the materials in order for its own use.

Sound in Pedagogy.

A noticeable feature in this series is that the child's interest and his mental growth are kept in view. Thousands have acquired some ability to draw and



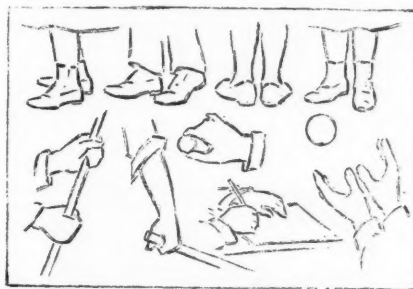
Action Sketches.—Book IV

have not been mentally advanced; they were not led into the field of Art at all. Here the pupil is set to

think about the work on which he is engaged and caused to reason out matters for himself; he is talked to as an art teacher talks to his students. He has examples of the truly artistic put before him and not pictures only; an illustration is used for the truth it will make luminous. And, then, the fundamental principles underlying all expression in line and color are gradually acquired, so that there is solid ground growing under the feet and power acquired for inspiration, if ever it is felt.

The Series.

This series of books, as far as published, is most re-



Details of the Human Figure.—Book IV.

markable in its fine printing, delightful color work, attractiveness and beauty, fitness for the object proposed, and marked everywhere with a comprehension of the demands of enlightened educators.

The First Year Text-Book of Art Instruction is a handsome volume of 72 pages. It begins with a poem which has pictures to illustrate the ideas; there follow illustrations of a child's ideas and experiences and observations. The child will be set to looking about him, at the fields, the sunsets, the flowers, the animals—all that comes under his observation. Work on paper, clay, and with pencil and colors is proposed. This is the most difficult stage, but the book is full of artistic suggestions, and will obtain hearty appreciation.

The Second Text-Book of Art Education

contains seventy-two pages. This book advances upon the first volume; the pupil is caused to observe the trees, the grass, the pool of water, the change of the seasons, and then he is set to do something himself. "Paint the true shape of the tree." Now the child's work will be crude, but it ought to be; nevertheless he is learning to see and to do; these are the first steps. On step by step the pupil is led to ob-

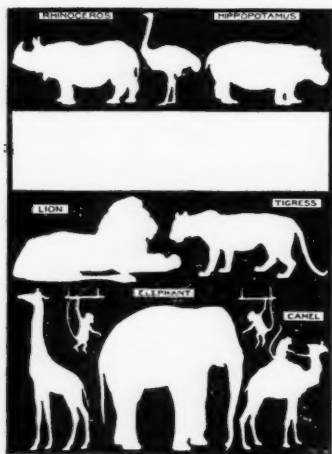
serve colors and shapes, and also to try his hand. Problems are proposed; on page 37 he is asked to "Show in a picture what the wind does, what you do in school," etc. On page 63 he is asked to make a pattern for wall paper. These are only a few of



Study of the Sphere. Book I.

many similar requests. Happiness will result from the kind of work here proposed, for art leads to happiness.

The Third Text-Book of Art Education contains 82 pages. The plan described in previous pages is continued here. There is real skill apparent in proposing Art Instruction suitable for children nine

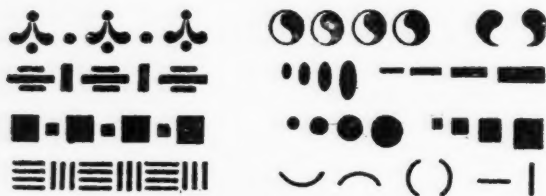


Paper-cutting, suggested by Circus - Book II.

and ten years of age; none but those who know the child's mind by long, careful, and loving observation could do it. The pupil is set to observe, to express himself, and to create. Helping him aright in this he is led to understand Art.

The Fourth Text-Book of Art Education.

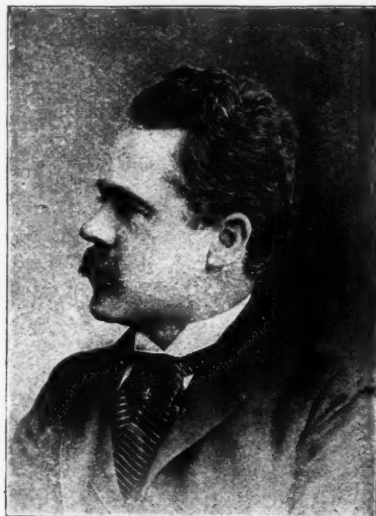
This volume will be reviewed in a later issue of THE JOURNAL.



Study of Rhythms. -Book V.

The Fifth Book of Art Education

is a volume of ninety-eight pages. Presenting a landscape for a theme, work is proposed to be done growing out of a study of it. The text is clear, sugges-



W. S. Mack, Manager of the Western Office of the Prang Educational Co., Chicago.

tive, and helpful. These two pages (2 and 3), show the plan on which the book is planned; first, observation is required; then some work growing out of the observation is proposed; next some work originating in the pupil himself is asked for.



Artists' Interpretation of Mother Goose rhyme. Book I.

The artistic term "value" is presented, explained, and afterward used as needed. The text is wonderfully helpful towards initiating the pupil into an artistic consideration of trees, flowers, animals, etc.. It is a genuine text-book in this that (1) it offers a problem of observation, (2) it gives a solution, (3) it proposes a problem of a similar character. There are thirty problems in the first twenty pages.

The authors of this series have opened a veritable school in art. There are hundreds of matters pointed out that are artistic yet within easy reach of the pupil. "Beauty in common things" is taught and rightly too, for it is a source of happiness. A pupil with such a book is far less likely to be troublesome and unkind than one who has nothing but an arithmetic. Art suggests the beautiful in life.

The Sixth, Seventh, and Eighth Books of the Series will be reviewed in a later issue of THE JOURNAL.

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FIRST WEEK—TIME. Janus; Days of the Week; Days of the Month; The Clock; The Stars; Procession of Months; Busy Work, Stories, Poems, Bibliography.

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what they have learned, or seen, or thought, giving us of the best of their experience and life. It is a social service which makes the community stronger and better in living and working together. Your interest in these lectures, as shown by your attendance, will determine whether they will be repeated next year and extended to other schools.

The result of the experiment is most gratifying and warrants the continuance of the plan and its extension to other buildings thruout the city. The attendance was chiefly from the younger element of the neighborhood—those most eager to learn. The wholesome influence on the schools in these centers is distinctly noticeable.

The following are the subjects treated in the several schools during the season, which extended, the lectures being given once a week, from November 6 to March 18:

Music, under direction of St. Cecilia Society; Some Values of the Poet in Life; Elizabethan Dramatists; Emerson; Meaning of American Citizenship; What the City Does for its People; Oxygen, Hydrogen, and the Chemistry of Fire; The Ice Age; Bacteriology; American Travel (stereopticon views); A Tour Thru Belgium, Germany, Italy and Greece (stereopticon views); Alienation of the Colonies; Struggle for Independence; Making the Constitution; Washington and His Cabinet; Thomas Jefferson; The Missouri Compromise; Music, under the direction of Schubert Club; The Modern Drama, Maeterlinck; The Sun (illustrated); The Moon (illustrated); The Planets (illustrated); What Bacteriology Has Done for the Race; The Life of the Bee; Ancient Rome in Modern Times (stereopticon views); Travels in Mexico (stereopticon views); Sea Fighters of the Revolution; An Ideal Home Life.

Two evenings of the winter, in each school, were devoted to parents' meetings.



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Country Life and the Country School.

By L. H. Bailey, Dean of the Cornell University College of Agriculture.

The kernel of modern educational development is to relate the school-training to the daily life. Much of our education is not connected with the conditions in which the pupils live and is extraneous to the lives that they must lead. The free common schools are more recent in development than universities, colleges, and academies, and they are even yet essentially academic and in many ways undemocratic. They teach largely out of books and of subjects that have little vital relation with things that are real to the child. The school work is likely to be exotic to the pupil. The child lives in one world, and goes to school in another world.

Every subject has teaching-power when put into pedagogic form. The nearer this subject is to the child the greater is its teaching-power, other conditions being comparable; and the more completely does it put him into touch with his environment and make him efficient and happy therein. In time, all subjects in which men engage will be put in form for teaching and be made the means of training the mind. The old subjects will not be banished, but rather extended; but the range of subjects will be immensely increased because we must reach all the people in terms of their daily experience. How all these subjects are to be handled as school agencies we cannot yet foresee, but it is certain that the common things must be taught. And the common subjects are as capable of being made the means of developing the imagination and the higher ideals as are many of the traditional subjects.

Great numbers of our people are in industrial and agricultural environments. By means of the industrial and agricultural trades they must live. These trades must be made more efficient; and the youth must be educated to see in them more than a mere livelihood. These industrial and agricultural subjects must be put more and more into schools. The so-called "industrial" and commercial subjects have already been put into schools with good effect; the agricultural subjects now must come within the school horizon.

The School as Social Center.

Not only must the school teach in terms of its own environment, but more and more it must become the intellectual and social center of the neighborhood or district. Every modern rural school building should be attractive enough to induce clubs of many kinds to hold meetings in it. In the old "lyceum" days the school-house was an important gathering place. These days are mostly past, but better days should be coming; the school should connect at every point with the life of the community; any event, however small, that centers the attention of the people at the school-house, is a beginning and is worth the while. A year ago the children and teacher in a district school began the work of "cleaning up" the premises. Later, when the grounds were renovated and ready for the planting, boxes were placed for the reception of the mail for those who do not live on the carrier's route; this is the beginning of a centering of attention at the school-house. The boxes

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SOME COMMENTS

PROF. SOPHIE C. HART, Wellesley College: To my mind they represent the most intelligent selection of Shakespeare scholarship and research within the limits of a school edition. I am especially pleased to see the metrical analyses, the simple, clear definition of fundamental points, the excellent glossary, the valuable critical material. What impresses me most is the good judgment that lies behind the preparation of the book. The illustrations are charming and give a distinct sense of atmosphere.

PROF. T. W. HUNT, Princeton University: The plan of a uniform general introduction is an excellent one, as also the illustrations that accompany the text. The notes and glossary are helpful. I know of no editions of the plays that are more satisfactory.

JAMES B. SMILEY, Lincoln High School Cleveland, O.: The books surpass every other school edition that I have seen. The binding, paper, and typography are commendable; the introductions, notes, and illustrations are excellent, while the glossary seems to be complete and most helpful.

R. H. BOWLES, Phillips-Exeter Academy: The introductions are unusually good, the illustrations interesting, the page clear and open—in short, everything about the books is more than ordinarily well done.

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might have been more attractive and, perhaps better placed, but this will come in time; a beginning has been made. When once the people of any community come to think of the school-house as a meeting-place for old folks as well as for children, what may we not expect of the rural school? We need adult education as well as juvenile education.

To be effective and meaningful study of agriculture and country life should be directly with the things, handling the things, studying the things, learning from the things. This is nature study. To commit to memory something about things is of little consequence. We are too closely committed to books. We are often slaves to books. Books are only secondary or incidental means of educating, particularly in nature-study subjects. We have known the book-way of educating for so long a time that many of us have come to accept it as a matter of course and as the only way.

School Gardens.

Many lines of work might be suggested for an occasional period. Perhaps the best one, for spring, is a school-garden. In time, every good school will have its garden, as it now has charts and blackboards and books. A school-garden is a laboratory-room added to the school-house. It may be five feet square or ten times that much. The children prepare the land, — lessons in soils, soil physics; sow the seed, — lessons in planting, germination, and the like; care for the plants, — lessons in transplanting, struggle for existence, natural enemies, conditions that make for the welfare of the plants.

Other Work.

If not school-gardens, take up other lines of work,

— study the school premises, the nearby brook or field, an apple tree, or any other common object or phenomenon. If there is any special agricultural industry in the neighborhood discuss it and set the pupils at work on it. Any of these common-day subjects will interest the children and brighten up the school work; and the pursuit of them will teach the children the all-important fact that so few of us ever learn, — the fact that the commonest and homeliest things are worthy the best attention of the best men and women.

Just now the improving of school grounds is a pressing subject. As a preliminary to the actual improving of the grounds suppose that the following problems were set before the pupils:

Exercises on the Grounds.

Area. — Measure the school grounds to determine the lengths and widths. Draw an outline map showing the shape. The older pupils may compute the square surface area. The distances may be compared, for practice, in feet, yards, and rods. (Arithmetic.)

Contour. — Is the area level, or rough, or sloping? Determine how great the slope is by sighting across a carpenter's level. In what direction does the ground slope? Is the slope natural, or was it made by grading? The older pupils may draw a cross-section line, to a scale, to show what the slope is. (Geography.)

Fences. — What parts of the area are fenced? What kind of fence? Total length of fence? Give opinion whether this fence is needed, with reasons. Is the fence in good repair? If not, what should be done to remedy it? (Arithmetic, language.)

Soil. — What is the nature of the soil — clay, sand, gravel, field loam? Was subsoil spread on the

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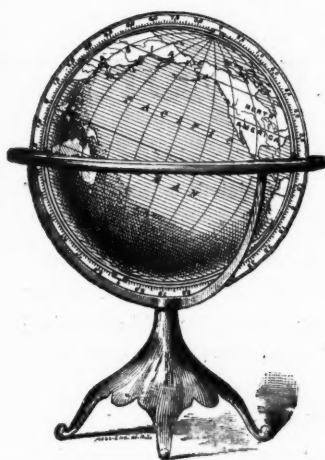
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Trees and Bushes. — How many trees and bushes are there on the ground? Were they planted, or did they come up of themselves? Make a map showing where the principal ones are. Name all the kinds, putting the trees in one list and the bushes in another. Do any of the trees need pruning, and why? State whether any of them have been injured or are unhealthy. (Geography, language.)

Tenants. — What animals live or have lived on the school premises? What birds' nests do you find (these may be found in winter)? Hornets' nests? Perhaps you can find cocoons or egg-masses of insects in winter, and the active insects themselves in spring and fall. What birds visit the place? Do rabbits or mice or moles or frogs inhabit the premises? (Geography, language.)

Natural Features. — Describe any strong natural features, as rocks, ponds, streams, groves. What views do you get from the school grounds? (Geography, language.)

Exercises on the School Structures.

Buildings. — How many buildings are on the grounds, including sheds, etc.? Give the sizes in lengths and widths. Brick or wood? Color? Make a map or chart showing the positions of these structures, being careful to have the buildings properly

proportioned with reference to the entire area. (Language, geography.)

Repairs Needed. — Describe what condition the structures are in. Tell whether repairs are needed on foundations, side walls, roof, belfry, chimney, steps, doors, windows, paint. (Language.)

Flag Pole. — Where is your flag pole? Could it be in a better place? How tall is it above ground? How much in diameter at the base? What kind of wood? Painted? How deep in the ground? When was it put up? What repairs does it need? (Language.)

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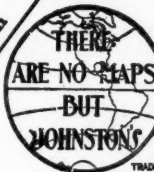


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alfalfa bed along one side of the school grounds? It will be attractive and will teach many lessons to pupils and parents even if it is only a few square feet in size. We want to put an alfalfa plat on every rural school ground in the state. We will supply the seed free. Alfalfa is easy to grow if only a few essential principles are kept in mind. We will send full directions to any one who applies. From year to year we will give nature-study lessons on these alfalfa plats.

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In the SCHOOL JOURNAL of May 21 a summer school that has attained its majority, that at Chattanooga, was described. Another school, little more than an infant, hardly two years old and now looking forward to its third season, is the Summer School of the South. It holds its sessions in the lecture rooms of the University of Tennessee, at Knoxville, and it has almost assumed the stature of a giant in the many lines of work offered and its ability to touch the lives of thousands. Intellectually, Wells' imaginary growths under the action of the "Food of the gods," are outdone by the reality in this school.

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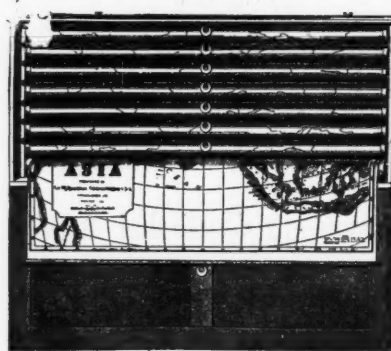
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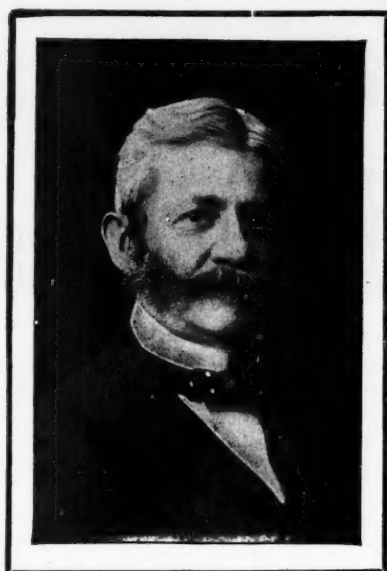
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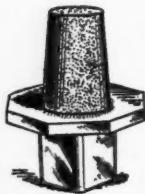
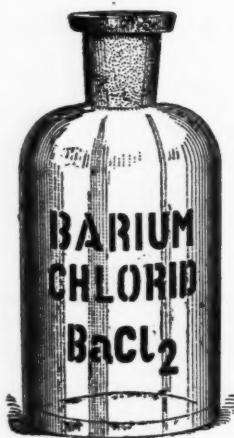
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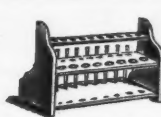
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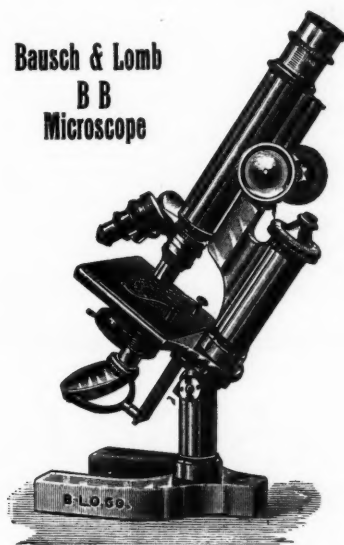
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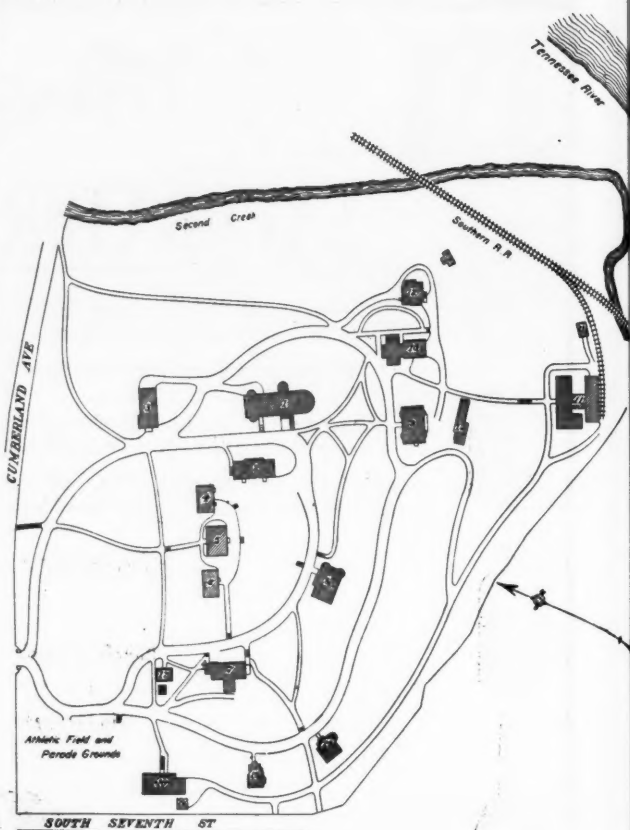
tory. This is conducted by Dr. Lincoln Hadley, of Bucknell university. This course is followed by a somewhat similar study of Job, the Psalms and Isaiah, but with the literary element made more prominent. Dr. Thomas Hume, professor of English literature in the University of North Carolina, conducts this course.

Recreation.

But a term at this summer school is not all study. There are recreations and outings, excursions and social evenings as well. Many out-of-door games will be organized, while tennis courts and ball grounds afford the opportunity to show skill and training, when the summer heat is not too severe. The many places of noted historical interest, as the Great Smoky mountains, the Cumberland, and Lookout mountain with its famous battlefield, all furnish occasions for delightful excursions.

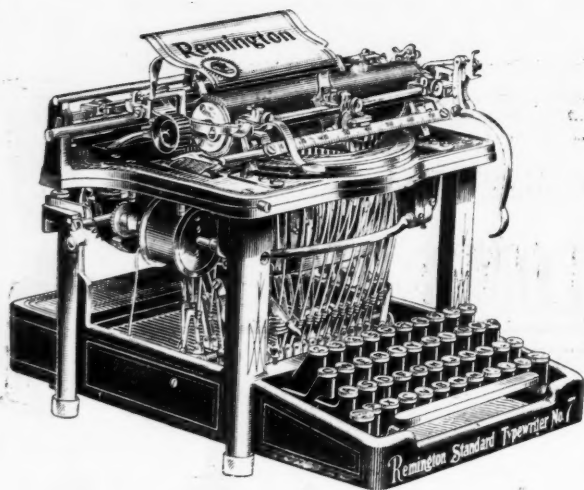
All classes combine to do everything possible to win success for this summer school. The railroads practically cut the fare in half. The charge for instruction is reduced to a mere registration fee; while board is placed at only the cost. Surely nothing further could be granted to help forward education.

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Plan of the Grounds of the University of Tennessee, where the Summer School of the South is in Session.

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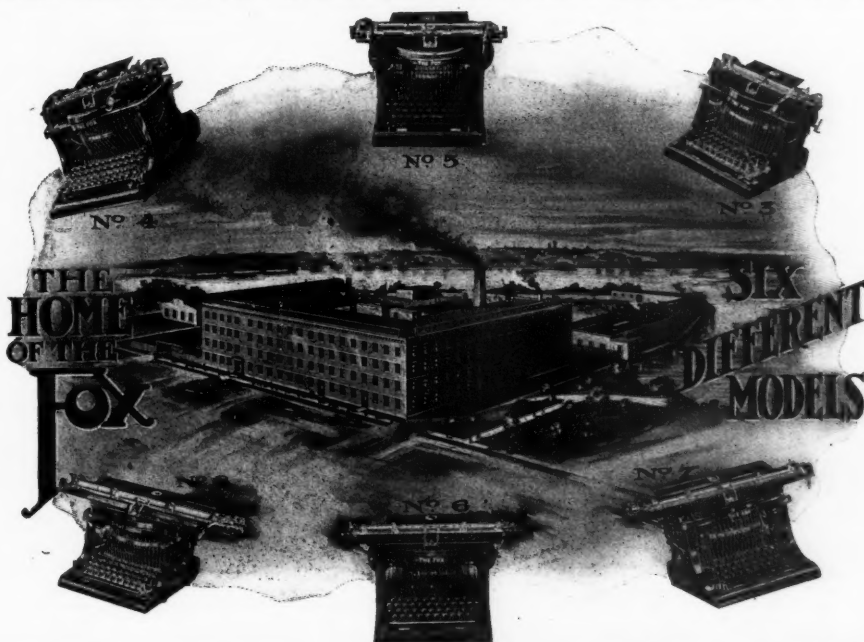
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turn to the entire work. Surely, who would not be a Southern teacher to have such a feast of good things offered for a summer table?

What Buffalo Playgrounds are Accomplishing.

Public playgrounds in Buffalo have proved to be a strong factor in the development of the morals of the children whose parents are not able to provide them with expensive amusements. The playground movement was first agitated by Mrs. Melvin P. Porter, and was later taken up vigorously by her husband, who succeeded in enlisting the aid of several of Buffalo's public-spirited men.

The agitation was started by Mrs. Porter in 1900 and in June of that year the common council granted permission to the Westminster House Social Settlement to equip Public School No. 31's yard in Emslie street as a public playground to be open during the summer vacation. The success which attended this playground and the good results which at once became apparent made a firm impression on the city fathers and opposition dwindled away so rapidly that in 1902 three more playgrounds were equipped and two more the year following. There are now six playgrounds, each of which daily forms a gathering point for an average of 1,000 children.

The playgrounds have proved a most profitable investment for the city because they make for better citizenship. They are responsible for the child's morals, for, perhaps, more hours a day than is the school. Because the children have bodies which need training and morals that need guarding playgrounds should be as widely distributed in our city as are public schools.

But besides providing for physical and moral education, the playground is a place for play; in fact the physical training itself can be largely secured in this pleasurable way. Such education pays the city in dollars and cents thru the greater productive power of schools of educated citizens and the fewer wrecks society must care for in asylums, hospitals, prisons, criminal courts, poor and police departments.

The improvement in playground districts has been marked. While the Broadway playground was being constructed, about eight or ten fights a day occurred in the vicinity. When the grounds opened there was a general melée. The children knew no games and they

fought for possession of the swings. The police predicted that every piece of equipment erected on the grounds would be cut down and carried off. However, their predictions were never verified and what they feared never came to pass. On the very contrary, the children who frequented the Broadway playgrounds soon began to take a personal interest in them and any vandalism attempted was soon discouraged. Not long after the playground was in operation the police reported that they had much less trouble with the boys in that section of the city.

The playgrounds are supplied with nearly every popular and healthful means of sport. There is room for indoor baseball, football, handball, medicine ball, and there are maypoles, dumbbells, quoits, parallel and horizontal bars, jumping standards, running tracks, swings, benches and provision for quiet games. They have shelter houses with separate shower baths and dressing rooms for the boys and girls, places for the storage of movable apparatus and buildings where minor accidents can be taken care of.

The best work of the playground is in the organized games and all-round athletic drills under the leadership of the director. Organized games are most valuable by reason of more fully engaging the child's physical activities, training him to mental alertness, and especially because of the moral education involved in the complex relationships and the subordination of self to the good of the whole in obedience to the self-imposed rules of the game. This playing together for a common end cements friendships and promotes a brotherly spirit among the various races composing our population.

The chief reason for securing a public playground at the Emslie street school was for a demonstration that might lead the city to consider the maintenance of playgrounds a proper municipal function. In the spring of 1901 we asked the city itself to equip and maintain one. The site suggested was the Terrace Park, because it was in a densely populated section of the city, a public bath adjoined, and because its location was such as to make it a most valuable object



The Story of Ugly Duckling. — Arranged on a Sand Table at the Ridge Street School, Newark, N. J.



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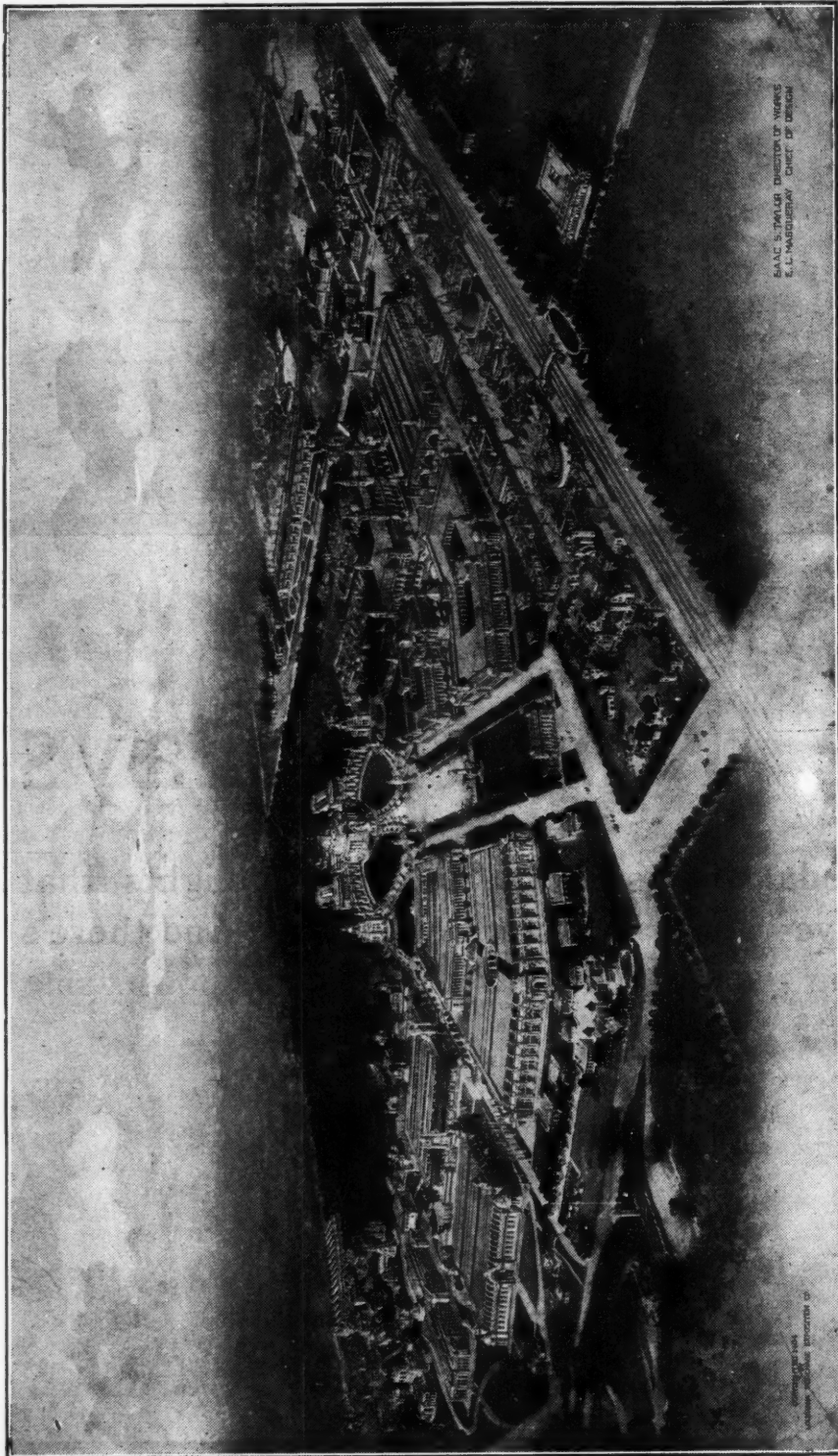
ROCHESTER, N. Y.

lesson to the public in general. After much hard fighting the common council allowed \$2,900 less than we asked.

The Terrace playground was a success from the start. This emboldened the leaders to ask the common council for two new playgrounds in the spring of 1901. After more hard work three new playgrounds were secured. Besides the city playgrounds some private educational institutions have modeled playgrounds after our plans. Since these public recreation spots were opened the police report less trouble in handling the boys in the thickly settled sections.

Large boys of different nationalities living in the same neighborhood have ceased their fights and aid the directors in many ways.

The number of new playgrounds to be established will depend on the amount of work done by the people who require them. It has been impossible to secure options for lease of desirable sites for playgrounds this year. Tho from time to time an occasional site may be secured during the coming years on free land, for all practical purposes Buffalo has reached the point where more playgrounds mean the purchase of the sites.



Bird's Eye View of the Louisiana Purchase Exposition at St. Louis.

The Educational Exhibit at this great fair is the finest and most comprehensive ever brought together anywhere.

The National Educational Association will meet here June 27 to July 1.

Educational Books Published Since January 1, 1902.

Below will be found a complete list, under the various heads, of the educational books published from January 1, 1902, to May 1, 1904. It is the first time that the publication of such a list has been attempted by an educational paper, and it will be exceedingly valuable to teachers, superintendents, and school boards, for use in making up lists of books for the year. We are sure they will appreciate its value. It will be noticed that the matter is arranged alphabetically by authors, with the exception of an occasional title placed first. The names of publishers are abbreviated. A full list of abbreviations, names of publishers, and addresses will be found on a following page.

Pedagogical and Special.

Adams, Herbert Baxter: Encouragement of Higher Education. 10c. John Hopkins Press.
 Adams, John: Protestant School System in the Province of Quebec. 40c. Longmans.
 —Primer on Teaching; with Special Reference to Sunday School Work. 20c. Scribner.
 Adams, Oscar Fay: Some Famous American Schools. \$1.20. Estes.
 Adamson, John E.: Theory of Education in Plato's Republic. \$1.10. Macmillan.
 Airy, Reginald: Westminster. Handbooks to Great Public Schools. \$1.50. Macmillan.
 Allison, S. B., and Perdue, H. A.: Story in Primary Instruction. 60c. Flanagan.
 Allbutt, F. C.: Rise of the Experimental Method at Oxford. 30c. Oxford University Press.
 American Educational Catalog for 1903. 50c.
 American Year Book of Hints and Helps. 50c. Chautauqua Press.
 American Teachers' Series:
 Bourne, H. E.: Teaching of History and Civics in the Elementary and Secondary School. \$1.50. Longmans.
 Carpenter, G. R., and others: Teaching of English in the Elementary and Secondary School. \$1.50. Longmans.
 Smith, A., and Hall, E. H.: Teaching of Chemistry and Physics in Secondary Schools. \$1.50. Pub. Weekly.
 Anderson, W. G.: Best Methods of Teaching Gymnastics. Hinds.
 Aristotle: On Education. 60c. Macmillan.
 Armstrong, H. E.: Teaching of Scientific Method, and Other Papers on Education. \$1.50. Macmillan.
 Azarias, Brother: Essays Educational. \$1.50. McBride.
 Barnard, H.: National Education in Europe. 2 v., \$11.00. Bardeen.
 —Report of Commissioner of Education. \$5.50. Bardeen.
 Beckwith, M. H.: When We First Go to School. 50c. Educational.
 Brown, E. E.: Making of Our Middle Schools. \$3.00. Longmans.
 Buchner, E. F.: Educational Theory of Emanuel Kant. \$1.25. Lippincott.
 Burstall, S. A.: Education of Girls in the United States. \$1.25. Bardeen.
 Butler, N. M.: Meaning of Education. \$1.00. Macmillan.
 Clark, J.: Short Studies in Education in Scotland. \$1.20. Longmans.
 Cloyd, D. E.: Benjamin Franklin and Education. \$1.00. Heath.
 Creighton, M.: Thoughts on Education. \$1.60. Longmans.
 Crooker, J. H.: Religious Freedom in American Education. \$1.00. Am. Unitar.
 Cubberley, E. P.: Syllabus of Lectures on the History of Education. 2 pts., ea., \$1.25; complete, \$2.50. Macmillan.
 Darroch, A.: Herbert and Herbartian Theory of Education. \$1.20. Longmans.
 De Garmo, C.: Interest and Education. \$1.00. Macmillan.
 De Montmorency, J. M. G.: State Intervention in English Education. \$1.50. Macmillan.
 Dewey, J.: Ethical Principles Underlying Education. 25c. Univ. of Chicago Press.
 —Child and the Curriculum. 25c. Univ. of Chicago Press.
 —Educational Situation. 50c. Univ. of Chicago Press.
 Draper, A. S.: Educational Organization and Administration. Printed for Limited Distribution by the Louisiana Purchase Exposition Co. 90c.
 Durell, F.: New Life in Education. 90c. Myers, Fishel & Co.
 Eaton, J.: Report of the Commissioner of Education. 1889. \$1.00. Bardeen.
 Eliot, C. W.: Essays on Education. \$1.00. Doubleday.
 Fennell, M.: Notes of Lessons on the Herbartian Methods. \$1.10. Longmans.
 Fragments from Fenelon Concerning Education. 50c. Gorham.
 Gordy, J. P.: Broader Elementary Education. \$1.25. Hinds.
 Greenough, J. C.: Evolution of the Elementary Schools of Great Britain. \$1.20. Appleton.
 Hall, G. S.: Adolescence: Its Psychology and Its Relations to Education. \$1.75. Appleton.
 Hanns, P. H.: Modern School. \$1.25. Macmillan.
 Harris, W. T.: Elementary Education. Printed for Limited Distribution by the Louisiana Purchase Exposition. 75c.
 Harrison, E.: Some Silent Teachers. Sigma Pub.
 Hodges, Rev. S.: Statistics Concerning Education in the Philippine Islands. 10c. Benziger.
 Henderson, C. H.: Education and the Larger Life. \$1.30. Houghton.
 Horne, H. H.: Philosophy of Education. \$1.75. Macmillan.
 Howard, B. E.: Education and Democracy. 50c. Baumgardt.
 Ingham, C. B.: Education in Accordance with Natural Law. \$1.50. Novello.
 Johnson, W. D.: Outlines of the History of Education. \$1.25. Crist.
 Jordan, D. S.: Voice of the Scholar and Other Addresses on the Problem of Higher Education. Elder.
 Kant, I.: Educational Theory of Immanuel Kant. \$1.25. Lippincott.
 Kemp, E. L.: History of Education. \$1.25. Lippincott.

Kiehle, D. L.: Education in Minnesota. 75c. Wilson, H. W.
 Larrabee, W. H.: Education Through the Agency of Religious Organizations. Printed for Limited Distribution by the Louisiana Purchase Exposition. 75c.
 Laurie, S. S.: Educational Opinion from the Renaissance. \$1.50. Macmillan.
 Le Row, C. B.: Education as a Factor in Civilization. 10c. West, J. H.
 Lewis, R. E.: Educational Conquest of the Far East. \$1.00. Revell.
 MacColl, M.: Education Question and the Liberal Party. \$1.00. Longmans.
 MacDonald, A.: Abnormal Man. \$2.00. Lowdermilk.
 McMurtry, C. A.: Course of Study for the Eighth Grade of the Common School. Macmillan.
 —Elements of General Method. 90c. Macmillan.
 Magevney, E.: Reformation and Education. 10c. Cathedral Lib.
 —Systems and Counter-Systems of Education. 10c. Cathedral Lib.
 Miller, J. T.: Child Culture and Educational Problems. 50c. Skelton.
 Mosso, A.: Fatigue. \$1.50. Putnam.
 Mulcaster, R.: Educational Writings. \$1.25. Macmillan.
 National Educational Association: Journal of 42nd Annual Meeting at Boston. National Educ.
 National Society for the Scientific Study of Education: Third Year Book, 1904. 50c. Chicago Press.
 Ortiz, P. P.: Education Popular. \$1.00. Appleton.
 O'Shea, M. V.: Education as Adjustment: with Bibliography. \$1.50. Longmans.
 Page, W. H.: Rebuilding of Old Commonwealths. \$1.00. Doubleday.
 Payne, W. M.: Editorial Echoes. \$1.00. McClurg.
 —Little Leaders. \$1.00. McClurg.
 —Various Views. \$1.00. McClurg.
 Parsons, J. R.: Professional Education. Printed for Limited Distribution by the Louisiana Purchase Exposition. 75c.
 Peabody, F. G.: Religion of an Educated Man. \$1.00. Macmillan.
 Report of the Board of Education of Connecticut. Published by the State.
 Report of the Commissioner of Education for 1899-1900. Government Printing Office.
 Russell, W.: Normal Training. \$1.50. Bardeen.
 Sanday, W.: Justice in Education. 40c. Longmans.
 Sauveur, L.: Introduction to the Teaching of Ancient Languages. 25c. Jenkins.
 —Introduction to the Teaching of Living Languages. 25c. Jenkins.
 Schafer, J.: Origin of the System of Land Grants for Education. 35c. Univ. of Wis.
 Schwickerath, R.: Jesuit Education. \$1.75. Herder.
 Scranton Public Library: Reference List of Books on Education. Scranton Pub. Lib.
 Scribner's Private School Primer: Fac-simile pages of old primers and suggestions for school advertisers. \$1.00. Scribner.
 Search, P. W.: Ethics of the New Education. 25c. Flanagan.
 Sinclair, S. B.: Possibility of a Science of Education. \$1.00. Univ. of Chicago Press.
 Spalding, J. L.: Education and the Higher Life. \$1.25. McClurg.
 —Religion, Agnosticism, and Education. 50c. McClurg.
 Spalding, F. E., ed.: Individual Child and His Education. F. A. Owen Pub. Co., Dansville, N. Y.
 Spencer, H.: Education. 75c. Burt.
 Super, C. W.: Wisdom and Will in Education. \$1.25. Myers, Fishel & Co.
 Thorndike, E. L., ed.: Heredity, Correlation, and Sex Differences in School Abilities. 50c. Macmillan.
 Thwing, C. F.: Liberal Education and a Liberal Faith. \$1.00. Baker.
 Vincent, J. H.: Secret in Education. 10c. Chautauqua Press.
 Webb, S.: London Education. \$1.00. Longmans.
 White, E. G. H.: Education. \$1.25. Pacific Press.
 Wiley, F. O.: Education, State Socialism, and the Trust. 75c. National Economic League, N. Y.
 Williams, S. G.: History of Ancient Education. \$1.12. Bardeen.
 —History of Medieval Education. \$1.12. Bardeen.
 Young, E. F.: Scientific Method in Education. 25c. Univ. of Chicago Press.
 —Some Types of Modern Educational Theory. 25c. Univ. of Chicago Press.

Architecture and Hygiene.

Baldwin, W. J.: Ventilation of the School Room. \$1.00. W. J. Baldwin, 107 W. 17th St., N. Y.
 Barnard, H.: School Architecture. \$1.50. Bardeen.
 Barry, W. F.: Hygiene of the School-Room. \$1.50. Snow.
 Clay, F.: Modern School Buildings. \$1.00. Scribner.
 Hemenway, H. D.: How to Make School Gardens. \$1.00. Doubleday.
 Morrison, G. B.: School Architecture and Hygiene. Printed for Limited Distribution by the Louisiana Purchase Exposition.

Rowe, S. H.: Lighting of School Rooms: with Bibliography. \$1.00. Longmans.
 Wheelwright, E. M.: School Architecture. \$5.00. Rogers & M.

Art Education.

Carter, C. M.: Art, North Side Schools. Charles M. Carter, Denver, Col.
 Clarke, I. E.: Art and Industrial Education. Printed for Limited Distribution by the Louisiana Purchase Exposition. 25c.
 Crane, L.: Art and Formation of Taste. 25c. Prang.
 Leland, C. G.: Industrial and Decorative Art in the Public Schools. 25c. Am. Acad.
 —Result of Art Education in Schools. 25c. Am. Acad.
 Rydqvist, A. M.: Art Studies for Schools. \$1.00. Flanagan.

Business Education.

Brown, C. W.: Business Letter Writer. 50c. Drake, F. J.
 Cody, S.: Letter Writers' Correct English. 4 v., ea., 50c. McClurg.
 Glauser, C.: French Commercial Correspondence. \$1.00. Dutton.
 Haskins, C. W.: Business Education and Accountancy. \$2.00. Harper.
 Herrick, C. A.: Commercial Education. 50c. Univ. of Chicago Press.
 Hickox, W. E.: Correspondent's Manual. 50c. Lee.
 James, E. J.: Commercial Education. Printed for Limited Distribution by the Louisiana Purchase Exposition. 50c.
 Kutner, A.: Commercial German. \$1.00. Am. Bk.
 Paterson, H. G.: Style Manual for Stenographers, Reporters, and Correspondence. \$1.50. Chicago.
 Payne, F. M.: English-Spanish Commercial Letter Writer. 50c. Popular Pub.
 Pitman, I.: Business Correspondence in Short-hand. No. 2, pa., 30c.; No. 3, pa., 25c. Pitman.
 Smith, J. T.: Outside Business Training. 50c. Spectator.
 Stevens, E. L.: Business Education. 15c. Bardeen.
 Sutherland, A.: Manual of Commercial Instruction. 90c. Longmans.
 Vories, H. D.: Laboratory Method of Teaching English and Touch Typewriting Together. \$1.25. Inland Pub.

Child Study.

Brotherton, R. H.: Child Mind. \$1.20. Lane.
 Child Study for Mothers and Teachers. 50c. Booklovers Lib.
 Compayre, G.: Development of the Child in Later Infancy. \$1.20. Appleton.
 Du Bois, F.: Fireside Child Study. 60c. Dodd.
 Hubbell, G. A.: Up Through Childhood. Putnam.
 Illinois Society of Child Study: Transactions. Univ. of Chicago Press.
 King, I.: Psychology of Child Development. \$1.00. Univ. of Chicago Press.
 Kirkpatrick, E. A.: Fundamentals of Child Study. \$1.25. Macmillan.
 Lyttleton, E.: Problem of Home Training. \$1.50. Bardeen.
 Riddell, N. N.: Child Culture, according to the laws of physiological psychology and mental suggestion. 65c. Child of Light Pub. Co., Chicago.
 Tanner, A. E.: Child: His Thinking, Feeling, and Doing. \$1.25. Rand.
 Vaughn, M.: Mother's Record: to keep note of the Physical, Mental, and Moral Growth of the Child for the First Fifteen Years. \$1.00. Lothrop.

Educational Associations.

British Association Meeting at Glasgow, 1901: Discussion of the Teaching of Mathematics. 70c. Macmillan.
 Journal of the Proceedings and Addresses of the 40th Annual Meeting of the N. E. A. Published by the Association, Winona, Minn.
 Journal of Proceedings and Addresses of 41st Meeting, N. E. A., 1902. Nat. Educ.
 Papers Presented at the Fifth Annual Session of the Summer Assembly of the Jewish Chautauqua Society at Atlantic City, N. J., 1901. Jewish Pub.

Ethical Education.

Bierbower, A.: Ethics for Schools. \$1.00. Hinds.
 Dewey, J.: Ethical Principles Underlying Education. 25c. Univ. of Chicago Press.
 —Logical Conditions of a Scientific Treatment of Morality. 50c. Univ. of Chicago Press.
 Du Bois, F.: Natural Way in Moral Training. \$1.25. Revell.
 Jones, A. T.: Place of the Bible in Education. 75c. Pacific Press.
 Varnum, H.: Character, A Moral Text-Book. \$2.00. H. Varnum, Jacksonville, Fla.
 Shearer, W. J.: Morals and Manners. 75c. Richardson, S.
 Young, E. F.: Ethics in the School. 25c. Univ. of Chicago Press.

Examination.

College Entrance Examination Board: Questions of June 15-20, 1903. 60c. Ginn.
 County Examination Questions, State of Kansas, Jan. to Oct., 1901. 35c. MacDonald, J.
 Entrance Examinations for the U. S. Military Academy, West Point, and the Naval Academy, Annapolis. Harlow.

Hyde (C. W. G.) and Jaques (Mrs. E. K.): Minnesota State Teachers' Examinations: Questions and Answers. 50c.
—Same. Supplement for February, 1904. 15c.
New York Question Book. \$2. pa., \$1. Bardeen.
—Supplements No. 12, 1901-2, and No. 13, 1902-3. Ea., \$1. Bardeen.
Peavy, S. A.: Grade Examinations. 25c.
State Examination Questions, 1895-1903. \$1. Bardeen.
Teacher's Review Book and Examiner's Manual. \$1.50. Ellis Pub.

Gymnastics.

Fish, A. L.: Calisthenic Dictionary. \$1. Seminar Pub. Co., Springfield, Mass.
Fremont, A.: Health and Strength. 25c.
Harper, C. A., ed.: One Hundred and Fifty Gymnastic Games. 50c. Ellis Pub.
Health Exercises and Home Gymnastics without the Use of Appliances. 50c. Fowler.
Hoffman, H. C.: Health and Strength. 25c. H. C. Hoffman, Harrisburg, Pa.
Lemly, H. R.: Ejercicios Gimnasticos. 25c. Appleton.
Martin, G. M.: Grading of Gymnastic Exercises. 10c. Y. M. C. A.
Nissen, H.: Rational Home Gymnastics for the Well and the Sick. \$1. Bacon, E. H.
Posse, N.: Handbook of School Gymnastics of the Swedish System. 50c. Bacon, E. H.
Wehman's Gymnastic Exercises for the Development of Muscle and Stature. 10c. Wehman.

Kindergarten.

Beebe, K.: Kindergarten Activities. Saalfeld.
Buckingham, A.: Tenth Gift, sticklaying in primary schools. 25c. Am. Kindergarten Supply House.
Blow, S. E.: Kindergarten Education. Printed for limited distribution by the Louisiana Purchase Exposition Co.
Cline, A.: Kindergarten Painting, Plays, and Home Entertainments. \$1. Am. Book and Bible House, Phil.
Froebel, F.: Kindergarten System. 20c. Steiger.
Froebel, K.: Explanation of the Kindergarten. 18c. Boston Sch.
Frybom, J. H.: Cardboard Construction. \$1. Bradley, M.
Harrison (E.) and Woodson (B.): Kindergarten Building Gifts. \$1.50. Sigma Pub.
Hervey, W. L.: Picture Work for Teachers and Mothers. 30c. Chautauque Press.
Holmes, L. L.: Songs and Scissors. \$1.25. Clayton F. Summy Co., Chicago.
Hoxie, J. L.: Hand Work for Kindergartens and Primary Schools. 50c. Bradley, M.
Kindergarten Annual, 1903: Containing a complete list of the kindergartens of the U. S. and Can. C. L. Anderson Pub. Co., 701 Lucas Ave., St. Louis, Mo.
Kindergarten Speaker. Colt, F. U. \$1. Madison Bk.
Kindergarten Stories for the Sunday School and Home. Cragin, L. E. \$1.25. New Era Pub. Co., Chicago.
Maxwell, L. H.: Card Sewing. 50c. Bradley, M.
Miller, L. B.: Kindergarten. \$1.50. Reilly & B.
Mortimer, E.: Practical Kindergarten Lessons. \$1. Nelson.
Proudfoot, A. H.: Year with the Mother Play. \$1. Flanagan.
Richmond, E.: Kindergarten Drawing Lessons. 40c. Steiger.

Manual Training.

Baldwin, W. A.: Industrial-Social Education. \$1.50. Bradley, M.
Chamberlain, A. H.: Bibliography of the Manual Arts. 75c. Flanagan.
Dopp, K. E.: Place of Industries in Elementary Education. \$1. Univ. of Chicago Press.
Hammel, W. C. A.: Cardboard Construction. 20c. Johnson, R. F.
—Knife Work, Elementary and Advanced. Ea., 20c. Johnson, R. F.
Holton, M. A.: Industrial Work for Public Schools. 90c. Rand.
Leland, C. G.: Industrial and Decorative Art in Public Schools. 25c. Am. Acad.
Miller, L. W.: Industrial Education in Europe. 25c. Am. Acad.
Miller, J. S.: Teachers Hand-book of Manual Training Metal-Work. \$1. Macmillan.
Molander, A.: Scientific Sloyd. 50c. Bardeen.
Shuey, E. L.: Industrial Training and National Prosperity. 5c. Y. M. C. A.

Music.

Best Primary Songs. 15c. Kellogg.
Boyle, C. A., comp.: School Praise and Song. 45c. C. A. Boyle, Emporia, Kan.
Brown, F. H.: Pupil's First Primer. 50c. Ditson.
Butler, F. C.: Teachers' Handbook of a Practical Presentation of Public School Music. 25c. F. C. Butler, Garner, Ia.
Challoner, R.: Music Made Easy. 40c. Ditson.
—Science and Art of Music. \$1.50. Ditson.
Clarke, J.: Catechism of the Rudiments of Music. 25c. Ditson.
Cornell, J. H.: Explanatory Pamphlet to accompanying Silicate Music Slates. 25c. Schirmer.
Crowest, F. J.: Story of the Art of Music. 35c. Appleton.
Curtiss, N. P. B.: Sight Music-Reader. \$1. Ditson.
Damm, G.: Liederbuch für Schulen. 25c. Schubert.
Dawson, J. J.: Voice of the Boy. 25c. Kellogg.
Edwards, C. H.: Musical Drawing, Spelling, and Exercise Book. 25c. Ditson.
France, L.: Song "49," Words by J. Miller. 10c. Whitaker.

Harvey, M.: Music Study at Home. \$1.25. Presser.
Hoff, W. C., comp.: Corona Song Book. \$1. Ginn.
Leslie and Ogden: New Silver Carols. 50c. Boston Sch.
Lobe, J. C.: Catechism of Music. 50c. Schirmer.
Löhr, F. M.: School Exercises, 3 bks., ea., 50c. Schubert.
McLaughlin, J. M.: Elements and Notation of Music. 50c. Ginn.
—and Others. New First Music Reader. 25c. Ginn.
Morris, M. S.: Writing Primer. 50c. Presser.
Neidlinger, W. H.: Primer on Voice and Singing. 75c. Hand.
Rice, C. I.: Worcester Music Manual, for the use of supervisors and teachers in the public schools. 50c. C. I. Rice, Worcester, Mass.
Ripley (F. H.) and Tapper (T.): Harmonie Readers. Primer, 30c.; 1st Reader, 30c.; 2nd Reader, 35c.; 3d and 4th Readers, ea., 40c. Am. Bk.
Rix: Songs of School and Flag. 75c. Richardson, S.
Sprinkel, J. A.: Advanced Ideal Music. 60c. Myers, Fishel & Co.
—Primary Ideal Music Book. 35c. Myers, Fishel & Co.
Smith, E.: Alternate Third Book of Vocal Music. 50c. Silver.
Tilden, W. C.: Common School Music Chart. 5c. Ginn.
Whiting, C. E.: High School Chorale. 96c. Heath.
Zuchtman, F.: Teachers' Manual: the American Music System. 75c. Richardson, S.
—American Music Charts. Pt. 1, A, with stand, \$5; B, with stand, \$8; complete with stand, \$11. Pt. 2, with stand, \$11. Richardson, S.
—American Music Reader. Bk. 1, 38c.; bk. 2, 45c.; bk. 3, 50c.; bk. 4, \$1; bks., 75c. Richardson, S.
—American Music System. \$1.60. Teachers' Manual, \$1; Syllabus, 30c.; Supplementary Exercises I. 30c. Richardson, S.

Nature Study.

Bailey, L. H.: Nature Study Idea. \$1. Doubleday.
Boyle, M. P.: Outdoor Secrets. 30c. Flanagan.
Carter (E.) and Field (E.): Nature Stories for Little Folks. 2 v. Ea., 25c. Warne.
Comstock, A. B.: Ways of the Six-Footed. 40c. Ginn.
Daulton, A. M.: Wings and Stings. 40c. Rand.
Dickens, J. B.: Simple Object Lessons from Nature. 85c. Boston Sch.
Hodge, C. F.: Nature Study and Life. \$2; school ed., \$1.50. Ginn.
Kellogg, A. M., comp.: Nature Recitation. 25c. Kellogg.
—How to Teach Nature. 25c. Kellogg.
Lange, D., comp.: Books and Helps for Nature Study. McClurg.
Lippincott's Elementary Science Readers. 3 pts., 25c.; 30c.; 35c. Lippincott.
Long, W. J.: Wood Folk at School. 50c. Ginn.
McGovern, A. E.: Nature Study and Related Literature. \$1.25. Republican Printing Co., Cedar Rapids, Ia.
Morley, M. W.: Insect Folk. 50c. Ginn.
Munson, J. P.: Education Through Nature Study, Foundations and Method. \$1.25. Kellogg.
Pierson, C. D.: Dooryard Studies. \$1.20. Dutton.
Standish Nature Charts and Readers. 2 v. Ea., 75c. Standish & Standish.
Stenhouse, E.: Introduction to Nature Study. 90c. Macmillan.
Troeger (J. W. and E. B.): Harold's Discussions. 60c. Appleton.
Walton, M. A.: Hermit's Wild Friends. \$1.50. Estes.
Wright, M. O.: Heart of Nature Ser., 1-3. Ea., 30c. Macmillan.

Psychology.

Biddison, V. H.: Brief Course in Psychology. 40c.; pa., 25c. Crane & Co.
Brough, J.: Study of Mental Science. \$1. Longmans.
Judd, C. H.: Genetic Psychology for Teachers. \$1.20. Appleton.
Münsterberg, H., ed.: Harvard Psychological Studies. V. 1, \$4. H. C. Warren, Princeton, N. J.
Patrick, J. N.: Psychology for Teachers. \$1. Educational.
Royce, J.: Outlines of Psychology. \$1; lib. ed., \$1.25. Macmillan.
Stout, G. F.: Groundwork of Psychology. \$1.25. Hinds.
Taylor, A. J.: Little Study of Objective and Subjective Mind. 35c. Justitia Pub. Co., Chicago.
Thorndike, E. L.: Educational Psychology. \$1.50. Lemecke.
Trueman, A.: Suggestions for Students of Psychology. \$1. Ogilvie.

Ancient Languages.

Greek.

Andrew, S. O.: Greek Prose Composition. 90c. Macmillan.
Babbitt, F. C.: Grammar of Attic and Ionic Greek. \$1.50. Am. Bk.
Ball, F. K.: Elements of Greek. \$1. Macmillan.
Bevier, L., Jr.: Brief Greek Syntax. 90c. Am. Bk.
Bonner, R. J.: Greek Composition for Schools. \$1. Scott.
Flagg, T.: Writer of Attic Prose: Models from Xenophon. \$1. Am. Bk.
Friess, T. F.: Educational Value of Greek in Secondary Schools. 25c. Kellogg.
Goodell, T. D.: School Grammar of Attic Greek. \$1.50. Appleton.

Latin.

Allen (J. H.) and Greenough (J. B.): New Latin Grammar for schools and colleges. \$1.20. Ginn.
Barrs, J. E.: Writing Latin. Bk. 1, 50c.; bk. 2, 75c. Univ. Pub.

Witmar, L.: Analytical Psychology. \$1.50. Ginn.
Wundt, W.: Outlines of Psychology. \$2. Stechert.

Public Schools.

Adams, J.: Protestant School System in the Province of Quebec. 40c. Longmans.
Chancellor, W. E.: Our Common Schools. \$1.25. Heath.
Clark, H. B.: Public Schools of Chicago. 50c. Univ. of Chicago Press.
Dawes, T. R.: Bilingual Teaching in Belgian Schools. 50c. Macmillan.
Devil in the Church; his secret works exposed and his snares laid to destroy our public schools. \$1.50. Am. Pub. Co., Beaver Springs, Pa.
Draper, A. E.: Origin and Development of the Common School System of the State of New York. 50c. Bardeen.
Du Bois, W. E. B.: Negro Common School. 25c. Atlanta Univ. Press.
Eliot, C. W.: More Money for the Public Schools. \$1. Doubleday.
Fingert, T. E.: Text-Book on New York School Law. \$1. Parsons.
Handbooks to Great Public Schools. Each, \$1.50. Macmillan.
Jones, D. B.: State Aid to Secondary Schools. 25c. Univ. of Cal.
Kiehle, D. L.: Education in Minnesota. 75c. Wilson, H. W.
Morrill, D. L.: School Laws of Illinois Annotated. \$5. Civic Book Co., Chicago.
Pellatt, T.: Public Schools and Public Opinion. \$1. Longmans.
Public School Law of Maryland. 15c. Dulany.
Shotwell, J. B.: History of the Schools of Cincinnati. \$3. J. Brough Shotwell, Cinn.
Snyder, M. B.: Pending School Problems. 25c. Am. Acad.
Whitney, J. F.: Public Schools in their Relation to the Community. 25c. Am. Acad.
Worthington, E. B.: Tossing our children in peril — arraignment of the public school system. Broadway Pub.

School Entertainments.

Arbor and Bird Day Annual for Wisconsin Schools, 1902. Department of Public Institutions of Wis.
Autumn Queen. 15c. Kellogg.
Baker, G. M.: Baker's School Entertainments. 30c. Baker, W. H.
—Original Entertainments and Burlesques for Stage and School. 30c. Baker, W. H.
Baird, F.: Fruits and Flowers: An Arbor Day Exercise. 15c. Bardeen.
De Witt's School Exhibitions. 25c. Wehman.
Holbrook, F.: Dramatization of Longfellow's Hiawatha. 15c. Houghton.
Kellogg, A. M., comp.: New Patriotic Exercises. 15c. Kellogg.
—Special Day Exercises. 25c. Kellogg.
—Van Amburgh's Menagerie. 15c. Kellogg.
—Wonderful Doctor and Troubles Everywhere. 15c. Kellogg.
Root, N. W. T.: School Amusements. \$1. Bardeen.

Schools and School Management.

Badtord, J. B.: Management of Country Schools. 50c. Bardeen.
British School at Athens. Annual Session, 1901-2. \$5. Macmillan.
Brooklyn Daily Eagle: Directory of Educational Institutions. 5c. Brooklyn Daily Eagle.
Carter, J. G.: Schools of Massachusetts in 1824. 5c. Div. O. S. W.
Dutton, S. T.: School Management. \$1. Scribner.
Gowdy, J. L.: Special Days in School with Literary Selections. 65c.; pg., 40c. School Education Co.
Hanus, P. H.: Modern School. \$1.25. Macmillan.
Hughes, R. E.: Schools at Home and Abroad. \$1.50. Dutton.
International Reports of 645 Schools for the Deaf. 5c. Volta Bureau.
Jewell, F. S.: School Government. \$1. Bardeen.
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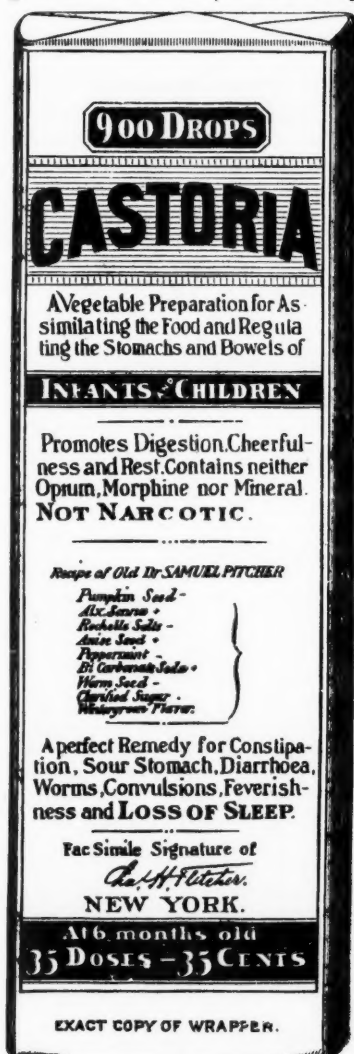
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Dr. Balliet: An Appreciation.

By Dr. Will S. Monroe, State Normal School, Westfield, Mass.

A long career as a city superintendent in the United States does not always argue for the professional proficiency of the superintendent or the educational progress of the city. There are exceptions here and there, to be sure, but most of the school superintendents who have stood for educational advancement have been "short termers." Dr. Thomas Minard Balliet, who recently resigned the Springfield (Massachusetts) city superintendency to accept the deanship of the School of Pedagogy of New York University, may be noticed as an exception to a general rule.

He has been superintendent at Springfield for seventeen years. His original election was unanimous, and each of his sixteen successive re-elections has likewise been unanimous; in fact, a vote has never been cast against him, and no member of the Springfield board of education has been known to absent himself from the annual elections because he did not care to vote for Dr. Balliet.

This long and harmonious career has not been secured by "letting things alone" and by incessant preachment that all was educationally best in his bailiwick. Every one of these seventeen years has been characterized by marked activity, — change, progress, and wholesome experiment. And, withal, the outcome has been continuous harmony, and the all too common "reaction" against progress has never reached Springfield. Harmony with his board of education, harmony with his teachers, harmony with his community — and harmony that has not been purchased at the cost of educational progress — this is the first and chief point to be mentioned in any appreciation of Dr. Balliet's notable Springfield career.

Many factors have brought about this altogether desirable state of affairs in Springfield. From the first the board of education wisely gave him great freedom in the selection of his teachers; and the singularly wise use made of this freedom has strengthened unmistakably his hold on his board. Salaries are not high in Springfield — lower, in fact, than in other Massachusetts cities whose schools can at all be ranked with those of Springfield. But Dr. Balliet has been singularly active and good teachers have wanted to go there, so that to-day the fact is widely recognized among educational people that this little Massachusetts city on the banks of the Connecticut has one of the most efficient teaching forces in the United States.

To Dr. Balliet belongs the credit for the personal and professional efficiency of Springfield's teaching force. For seventeen years the teachers of the city have formed one great training class with Dr. Balliet as head training teacher. Not merely lessons and conferences and discussions on the applied aspects of pedagogy, but with philosophy and psychology and the history of education — these have occupied commanding places in the Springfield training scheme. In other American cities similar efforts have been made to lift teachers on higher and worthier professional planes; but teachers have soon complained of overwork and teachers meetings have been brought into disfavor. They have been one of the most popular features of the Springfield educational machinery,

because Dr. Balliet has always had something to give which the teachers wanted to hear.

While usually high ideals have been set for the Springfield teachers, and they have been held responsible for superior results, Dr. Balliet has at all times given his subordinates individual freedom in the details of their work. He has aimed to secure the very best teachers that he could get, and to allow these selected associates to work out the best that was in them. He has not frittered away his energies on petty schemes and regulations and devices for poor teachers; and the wisdom of giving good teachers a chance is fully justified by the Springfield practice.

That for educational purposes Springfield is one of the garden spots of the country should not of course be overlooked. Its population is homogeneous; and its purity of politics has made possible favorable educational work. There is little of the element of foreign population compared with other Massachusetts cities. There are no mills or "mill hands." All the local manufacturing requires skilled labor. Still, with all these conditions in his favor, it must be admitted that Dr. Balliet has performed a piece of educational labor that will pass into the history of American school administration.

The details of Dr. Balliet's labors need not be discussed in a brief appreciation. His work has been strong because of all-round strength. Every department of the Springfield school system — from the kindergarten to and thru the high school — has been characterized by unusual efficiency and intelligence. And it is because of the general strength of his work that the name of Springfield has been written in such large letters on the educational map of the United States.

On July 5 the school board of St. Louis, Mo., will hold an examination of such women as desire to be enrolled on its eligible list for appointment as assistant teachers in the grammar schools. Circulars, containing information as to the conditions of the examination will be sent on application. Address John S. Collins, assistant superintendent.



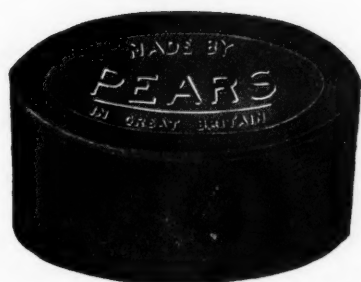
Prospect Hill School. (See article on page 792.)

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Prospect Hill School.

(See illustration on page 790.)

In spite of the many institutions founded in recent years for the education of girls, Prospect Hill school, started in 1869, holds its place alongside the best. It is situated at Greenfield, Mass., in the beautiful Connecticut valley, at the junction of the Fitchburg and Boston & Maine railroads, three and a half hours from Boston and four and a half from New York. The location may be called ideal. There is a true story told of a gentleman who undertook to travel westward in his own carriage with his own horses on such a route that he and his companions could see many of the states in the glory of autumn. They stayed to enjoy their Sunday there. That was enough. On Monday morning the party agreed they would go no farther. The gentleman bought a beautiful house in Greenfield and remained there.

The buildings of the Prospect Hill school stand on extensive grounds overlooking picturesque Deerfield and the distant summits of Tom and Holyoke. The environment is calculated to preserve and improve the health of the pupils. Indeed Miss Clark, the principal, writes that they have not called the physician for two years. The girls are nearly always well. The situation of the buildings being high, there is excellent drainage and the water supply is exceptionally pure. The grounds include orchard, pine grove, tennis courts, and lawn, giving ample opportunity for out-of-door amusement.

The advantage of this school is the individual care and attention that can be given to each pupil in every way. The teachers look after the health of the pupils as if they were their own children. Furthermore it may be said in regard to the school that its purpose is so to teach as to enable pupils to become self-teaching, and so to govern as to make them self-governing. It is considered preferable to dismiss from the school an untrustworthy girl rather than to restrict unduly those who are honorable and well disposed.

It has been necessary from time to time to enlarge the plant of the school so as to receive the increasing number of pupils; and it is now excellently equipped for the work it has in hand—the education of girls who are far enough advanced to go away from home to a good boarding school.

Dr. Edward Everett Hale says: "I always visit the school, if I can, when I go to Greenfield. I am always charmed with its pretty and pleasant home ways, with the spirit and health

of the girls and the sensible plan of the whole program. It is eminently a home school with as little as possible of that machinery of what they call pedagogy, which is so apt to creak and is so sure to rust.

"It often happens to me that I receive a letter from a Western friend who asks for a good Yankee school to which he can send some daughter whose grandfathers and grandmothers were from New England. In my answer I always say much which I have been saying here of the Mt. Pleasant school. For any young friend of mine who has to be trained away from home I should be glad to know that she had been admitted there."

The course of study is arranged to meet the requirements for entrance to the different colleges for women, while elective courses are also offered providing for the general education of those having other aims. The certificate of the school is accepted in place of entrance examinations at the leading colleges. A diploma is given upon the completion of four years' academic work, comprising sixteen periods a week. A record of each pupil's work is kept on file, and detailed information is given any parent upon request. The subjects of study include mathematics, English Language, English literature, history, Latin and Greek, modern languages, natural science, social science, art, music, physical training. The latter is required of every pupil unless she brings a letter from her physician certifying her unfitness for it.

The reference library in the recitation building is supplemented by two excellent libraries in the town, from which the students may draw such books as are of value in their work. Besides a reading room in the Residence has been furnished with daily papers and the leading magazines. A course of lectures on literature is given annually. Among the speakers of the last few years are the following: F. Marion Crawford, Alice Freeman Palmer, Dr. E. E. Hale, Hamilton W. Mabie, and Ernest Seton-Thompson. Other lectures and addresses are given each school year.

Girls over twelve years of age are admitted when properly recommended, and placed in classes they are fitted to enter. The next school year will open the latter part of September. There are Thanksgiving, Christmas, and Easter recesses, and Feb. 22 and May 30 are observed as holidays. The principal is Miss Caroline Richards Clark.

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Publishers' Notes.

Allyn & Bacon, of N. Y., the well-known publishers of text-books for secondary schools and colleges, have put on the market a number of remarkably strong books, during the school year just closing. To their series of school histories, of which West's Ancient and Adams and Trent's United States were issued a year or two ago, have been added West's Modern and Andrews' English. Each of these histories follows closely the specifications of the Committee of Seven. This, doubtless, is one of the reasons why they have been so well received by the history teachers of the country. Bennett's Cicero's Orations, Platner's Topography and Monuments of Rome (for teachers and libraries), Schoch's Geometry, Merkley's Niebuhr's Heroengeschichten, and West's Ancient World, Part I, entitled Greece and the East, for first year high school students, greatly enrich their list of books of a high standard. The books of this firm are known among teachers to be of a high class; they are liked wherever they are used.

How to get the light from a window and not the glare, with good ventilation added—this is the problem that R. R. Johnson, 167 Dearborn street, Chicago, has been working on and has solved. The solution has taken the shape of the Johnson Window Shade Adjuster. It is recommended by architects for all sorts of buildings.

Cards on the Rational Arithmetics, a unique and interesting discussion of the books, will be mailed free by Scott, Foresman & Company. These furnish one of the most valuable helps in this important study that have been brought out recently. Write for information.

D. Van Nostrand Company have ready Elements of Plane Geometry, by Charles N. Schmall and Samuel M. Shack. This book follows the inductive method and is

well adapted to the needs of high school, academy, and college. It abounds in exercises, which are carefully graded and calculated to arouse an interest in the subject. The demonstrations have been made as simple and concise as possible without impairing their clearness or Euclidean vigor. The vital difference between this book and similar text-books is that it requires on the part of the pupil a maximum of original thought and a minimum of memory work. References and details of demonstrations are gradually omitted, thus promoting independence and originality. A new feature is the insertion of exercises after each proposition. These serve a double purpose in fixing clearly in the mind the knowledge gained and stimulating the student by offering him a means of applying his knowledge. Numerous other merits can be pointed out in this work, which cannot fail to appeal to progressive teachers of mathematics.

Castoria has met with pronounced favor on the part of physicians, pharmaceutical societies, and medical authorities. It is used by physicians with most gratifying results. It is harmless, allays stomach pains and quiets the nerves, and is an agreeable and perfect substitute for castor oil.

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In this day and age of new ideas and strenuous business activities it is interesting to note that so many of the staid old firms of Great Britain are waking up to the necessity of adopting the more aggressive American methods. The cheaper line

of "Oxford" Bibles are now printed and bound in New York. A more recent move in this direction is that of W. & A. K. Johnston, the world-renowned geographers, of Edinburgh, Scotland, publishers of the very complete system of school maps. They have arranged thru their United States agents, A. J. Nystrom & Co., of Chicago, to publish an American edition of their regular set of large wall maps. Duplicate plates have been sent to this country and the maps are being lithographed in Chicago. The new maps are the same in size and appearance as the imported but will be sold at a great reduction in price. Johnston's maps have always borne an enviable reputation for accuracy, beauty, and general superiority. That they are to be made in America at an "American" price is a direct benefit to American schools.

Our readers will note the advertisement of the St. Denis Hotel, one of the oldest and leading hotels in the city. It has been conducted under the same management for over forty years, and has a world-wide reputation for its cuisine. It is situated in the heart of the dry goods district, on high ground, in close proximity to all the leading educational publishers. The hotel is handsomely fitted up, and the rooms are conducted on the European plan, the rates being very reasonable for the accommodation that is furnished. The St. Denis is also known as the headquarters of educational people who congregate usually at lunch time to meet their friends. The hotel is very popular with ladies unescorted, as they find entire protection in that hostelry.

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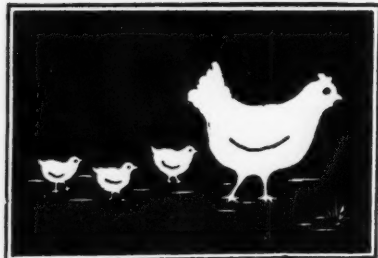
able for schools and libraries. However, we wish to note especially their Pictorial Cyclopaedia, by Wm. H. Lee. This gives a complete record of the trip to the World's Fair, embracing gorgeous scenes, curious sights, and delightful amusements, forming a grand combination of science, beauty, and art. It is illustrated with beautiful half-tones on nearly every page, showing all the exquisite palaces and special buildings, with map of the exposition grounds, in two colors; also page map of the city of St. Louis. This firm has gotten out at very large expense a Webster's Standard Dictionary. With the exception of the spelling, which has been followed according to Webster's Standard, the book is entirely new and original, and for a handy

and cheap book it is very creditable. There are over 900 illustrations; it is indexed and has about 728 pages.

Many school boards practice a false economy by cutting down teachers' salaries. The true economy would be in another direction—for instance, in the saving of books. This may be accomplished by the use of the Holden system, which at a cost of only about three per cent. of the value of the books makes them last sixty to one hundred per cent. longer. It doesn't take much figuring to see what a great saving is effected by adopting this system. The covers of the Holden Patent Book Cover Co., Springfield, Mass., are made of leatherette, which is both waterproof and

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Almost any department in the school can be supplied from the books on the list of Silver, Burdett & Company. There are those standard series, Stepping Stones to Literature, the Rational Method in Reading, the Normal Course in Reading, the Modern Music Series, and the Silver Song Series. In addition to these there are: books on physiology, geography, spelling, arithmetic, algebra, geometry, etc.

Such standard works as the Astor Poets, the Astor Prose Series, the Handy Volume Classics, and Shakespeare's works in fine form are offered by T. Y. Crowell & Company. This is only a very small portion of the books they have for schools, libraries and general reading.

Trees, plants, and flowers are treated by Eleanor E. Riggs in her new book, *Stories of Lands of Sunshine*, issued by the University Publishing Company. Recent books also are Eadie's *Physiology and Hygiene for Children*, Sarah Row Christy's *Pathways in Nature and Literature*, Cicero's *Orations*, and *Latin Composition*.

Have you seen the little volumes of the Temple School Shakespeare? They about meet the conditions of an ideal edition of the great dramatist for school study. The type is large and clear, the glossaries complete, the introductions to the point, the explanation of the verse valuable, and the illustrations, the best. Write to Henry Holt & Company for description.

A fine adaptation to the needs of the schools may be remarked of the recent books of the Macmillan Company. This may be said especially of Mabel Osgood Wright's *Heart of Nature Series*, Wilson's *Elementary Nature Readers*, and the series of *Supplementary Reading in History*. Be sure to send for circulars regarding these books.

Many timely and practical books are issued by A. Flanagan Company. Among these are Winship and Wallace's *Louisiana Purchase*, Hanson's *High School Glee and Chorus Book*, Smith's *Spelling and Construction*, Peterson's *First Steps in English Composition*, The *Practical Drawing Series*, and Husted's *Children in Literature*.

The grades, high school, and college are represented in the new text-books of D. C. Heath & Company. We can only mention a few of the books and series, as the

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Two important series are announced by Ginn & Company: Two new arithmetics by David Eugene Smith, of Columbia university, and The *Blodgett Readers*, by Frances E. Blodgett and Andrew B. Blodgett, superintendent of schools, Syracuse, N. Y. Good words for these books come from all sides.

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The new series of grade text-books by Gordy and Mead cover language and grammar; they are issued by Chas. Scribner's Sons. This firm also announces the purchase of the Lothrop Publishing Company's list including King's geographies. There are many new books on supplementary reading, besides pedagogical and other works.

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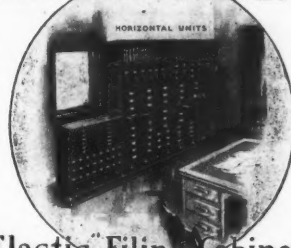
Kindergartners should pay special attention to the announcements of Milton Bradley Company, Springfield, Mass. As every one knows, color work is their specialty, and they have much that is new in this line. Much attention is also given to knife work, paper work, etc. See their list of books of special help to kindergartners.

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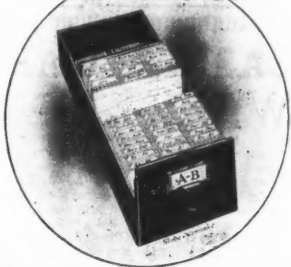
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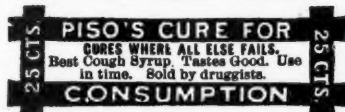
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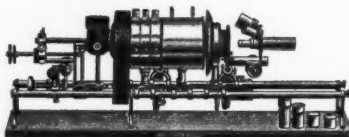
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THE SCHOOL JOURNAL is entered as second-class matter at the N. Y. Post Office.

A new edition of John Fiske's Civil Government, with additions by D. S. Sanford, principal of Brookline (Mass.) high school, is announced by Houghton, Mifflin & Company. This book made civil government (usually considered a dry study) interesting. Its appearance in an improved edition will be welcomed.

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	Schools.	
	Columbia University, N. Y. City.	
	Emerson College of Oratory, Boston, Mass.	
	Typewriters.	
	Densmore Typewriter Co., N. Y. City	
	Remington Typewriter Co., N. Y.	
	Fox Typewriter, Grand Rapids, Mich.	
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